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TEACH YOURSELF NORWEGIAN

A BOOK OF SELF-INSTRUCTION IN
THE NORWEGIAN RIKSMÅL

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PUBLISHER'S NOTE

Dr. Sommerfelt has written the Introduction and the chapters on Pronunciation for this book, and Mr. Marm the Grammar, but they are jointly responsible for the whole book. The phonetic transcription is intended to serve above all a practical purpose, and specialists will therefore see at once on examining the book that the system adopted is not strictly phonological.

INTRODUCTION

Norwegian is a Teutonic language closely related to the other Scandinavian languages : in fact educated Norwegians, Swedes and Danes usually understand each other without much difficulty. Among the Teutonic languages Scandinavian is closest to English and Dutch ; the tribes who brought the English language to England came from those parts of North Germany which border upon Denmark. In Viking times Norsemen and Englishmen learnt to understand each other fairly easily and Norse and Danish words penetrated in large numbers into English.

Even now an Englishman will not find it very difficult to acquire a reading knowledge of modern Norwegian. Norwegian grammar is very simple, English and Norwegian having developed along parallel lines. But the correct use of the spoken and written word in Norway is beset with some special difficulties not usually met with in the same degree in other European languages. In order to understand these difficulties some knowledge of Norwegian linguistic history is required.

The Viking Age brought the Latin alphabet and literature to Norway from England. Old Norse, the language of Norwegian and Icelandic administration, became towards the end of the medieval period more and more different from spoken Norwegian. It had therefore to be kept up by scribal tradition.

In 1319 the Norwegian royal house became extinct and a Swedish king succeeded to the throne ; towards the end of the century Norway was united to Denmark under one king, a union which lasted to 1814.

Norway had suffered terribly from the Black Death and the subsequent epidemics and also from the German Hansa which fleeced the country. A large number of low German words penetrated into the three Scandinavian countries at this time. The literary life of Norway declined and the distance between the old literary language and the spoken

dialect which developed along the same lines as Danish, Swedish and Middle English became so great that Old Norse was almost incomprehensible to the Norwegians of the sixteenth century. The country had no powerful centre, the language of which could impose itself. No wonder, therefore, that Danish, which was not so very different from Norwegian, became the written idiom of Norway. The king and the central administration were in Copenhagen and Denmark was then a much richer and more populous country than Norway.

After the Lutheran reformation Norway again got the beginnings of a literature ; the Norwegian authors wrote Danish but they used a number of Norwegian words and also some Norwegian grammatical forms. Danish, however, did not become the spoken language in Norway. Danish born officials, of whom there were a certain number, spoke Danish, but their children used Norwegian.

In the eighteenth century, perhaps already in the seventeenth, a common form of speech arose in the south-east which tended to spread, a form from which the one of the present two Norwegian languages, called the *Riksmål*, is descended.

The language of the townspeople of the south-east was composed of three main layers. On solemn occasions, e.g. in the pulpit, almost pure Danish was used. It was pronounced according to the Norwegian phonetic system, with occasional Norwegian grammatical forms and with a good number of Norwegian words. It was called *høitidssproget*, "the solemn language." The people spoke a local vernacular. The *bourgeoisie* used the so-called "intermediate" or middle-class language with a mixed grammar and many more Norwegian words than the "solemn language." But there was no sharp division between these different standards. All classes of society knew the vernacular and used it or at least forms, words and expressions from it.

When Norway and Denmark separated, the influence of the Danish written language became stronger for a short time on account of the improvement of the schools which used Danish grammars. But soon there was a reaction. The poet Wergeland initiated a programme of norwegianizing the written language. The Norwegian folk-tales by

Asbjørnsen and Moe in the 1840-ies used the Danish orthography and in most cases also the Danish grammatical forms, but they kept as close as possible to the original and retained very many Norwegian words. The result was a simple, vigorous style recalling that of the old Norse Sagas.

Some people were, however, not content with a slow norwegianizing of the written standard. A philologist and author, Ivar Aasen, created in the middle of the century, a wholly Norwegian literary language, which he built mainly on the more conservative western dialects and which he termed *Landsmål*. This literary language gained official recognition in the 1880-ies and several famous Norwegian authors have made use of it. The "solemn language" and the middle class language merged in the south-east, in the course of the century, into a spoken mixed Dano-Norwegian idiom, which was continually norwegianized. In other parts of the country the language of the bourgeoisie had a more local character, in certain respects less influenced by the written norm, in others more, e.g. in Bergen. But the official orthography was not changed. In many cases Norwegian word-forms and also grammatical forms were used when reading aloud the Danish written form. Danish has in many cases *b*, *d*, *g* in intervocalic positions where Norwegian has retained the old *p*, *t*, *k*. One therefore wrote *flyde*, 'to run, to float,' *kage* 'cake,' *gabe* 'to yawn,' but pronounced *flyte*, *kake*, *gape*. There were numerous alternating forms as the written norm influenced the pronunciation of forms which had a more or less literary character; many of the abstract terms were also Danish. Thus, for instance, one said *flydende* 'fluent' (from *flyte*), *bog* [bå:g^①] but plural ['bø:kər]. One also wrote *hest* 'horses,' *kastede* 'threw,' but pronounced *hester*, *kastet*.

Several Norwegian authors, among them Bjørnstjerne Bjørnson, adopted an orthography closer to the pronunciation, and in 1907 the first reform of the official literary standard was carried through. Now intervocalic *p*, *t*, *k* were introduced according to the spoken language and many Norwegian grammatical forms were adopted, e.g. the plural ending in *-er* instead of *-e*, and the preterite in *-et* instead of *-ede*. The reform was based on the usage among educated

^①Probably from *Bogen* (the Book), i.e. the Bible

people in the south-east. The language of this class is called *Riksmål*, a term which was initiated by Bjørnson about 1890, and which means "state-language." Now the official names of the two languages are *Nynorsk*, 'Neo-Norwegian' for *Landsmål* and *Bokmål* 'the book-language' for *Riksmål*.

In 1917 a new reform of the written *Riksmål* was passed. This went much further than that of 1907 and adopted the main orthographic principles on which written *Landsmål* is based. The use of the vowels *æ* and *e* was regulated on historical principles, so that *e* was introduced in many cases where *æ* had been the rule, the Danish *nd*, *ld* were replaced by *nn*, *ll* according to the pronunciation, and *nd*, *ld* were retained only in cases where Old Norse had the *d*. Short vowels in stressed syllables were indicated by the writing of a double consonant, e.g. *natt* 'night' instead of the older *nat*. The Swedish *å* was adopted instead of *aa*. Many diphthongs were allowed, especially in optional forms, and there were numerous minor changes in grammatical forms. At the same time the written standard of the *Landsmål* was changed on some points in order to approximate it to the dialects of the east and to the *Riksmål*.

A third change was resolved upon in 1938 with the deliberate aim of preparing the amalgamation of the two languages. The orthographical changes in the *Riksmål* were not important, mainly *øy* for older *øi*, *meg*, *deg*, *seg* (the reflexive pronoun) for the previous *mig*, *dig*, *sig*, the dropping of the *h* before *v* in words of alien origin, e.g. *verve* 'enlist,' the writing of *ll*, *nn* in a few cases for older *ld*, *nd*, e.g. *snill* 'kind,' *funn* 'find,' the doubling of *p* in the adverb *opp* 'up.' But in many cases diphthongs which previously had been optional now became compulsory. Some word-forms or grammatical forms which are not common among educated people in the south-east were introduced, some compulsory, e.g. *sju*, *sjuende* for *syv*, *syvende* 'seven, seventh,' others as optional forms, e.g. *kem* for *hvem* 'who,' *kval* for *hval* 'whale.' In *Landsmål* more forms from the east were made compulsory or optional.

Many foreign words, especially the numerous international terms of Greco-Latin, French or English origin, have been adapted to the new rules, e.g. *sensor*, *sensur* for the earlier *censor*, *censur*, *sjåfør* for *chauffeur*. Already in

1917 a number of these adaptations had taken place and a step still further was taken in the subsequent reform of 1938.

At present the two languages have equal status. In the school the pupils have to learn to read and write both languages, while local school-boards have to determine which of the two is to be the chief language. The *Landsmål* is mostly used in the west and the centre and the *Riksmål* in the south-east and the north. Both languages have rich literatures and much of both literatures has a strong regional character. Many *Riksmål* writers use dialect words and forms, especially in the dialogue.

Place-names, of which formerly the general elements were written according to the forms of the Dano-Norwegian and later the *Riksmål* standard, are now subjected to special rules which usually coincide with those of the *Landsmål*, though some local variations are used in order not to make the written form too different from the local pronunciation. Therefore names on older maps ending in -ø 'island,' now have -øy (with the article -øya or øyi for older -øen); other examples are: -fjeld 'mountain,' now -fjell; bæk 'small river, stream,' now -bekk; åen 'the river,' now -åa or -åi; -vand, -vann 'lake,' now -vatn; -gaard, -gård 'farm,' now -gard.

The spoken language of the south-east exercises a powerful influence all over the country, though it has not got the same social prestige as Southern English or Parisian French. It is the language of the capital and the richest and most populous part of the country. All the main papers use the *Riksmål* and through the radio it penetrates everywhere, though the *Landsmål* is, of course, also broadcast.

The development of the *Riksmål* from being a mixed Dano-Norwegian language into a really Norwegian one which is now taking place has created a curiously fluctuating standard which entails many pitfalls for the foreign learner. A diphthong, the use of the feminine or of certain verbal forms indicate *nuances* of style and sentiment which cannot be used correctly without a really thorough knowledge of the language. A foreigner ought, therefore, to be careful in using them and should to begin with adopt a rather conservative attitude.

This book uses the orthography and the compulsory

forms of the orthographical change of 1938. The phonetic description is based upon the pronunciation of educated people in Oslo and the south-east, but the main differences between this standard and the pronunciation used by speakers of *Riksmål* from other parts of the country are indicated. In Bergen educated speech differs in many ways from that of Oslo, not only in pronunciation, but also in grammar. Many forms which are now obsolete in the south-east are still in use there.

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PART I

THE SOUNDS IN NORWEGIAN

The Norwegian Alphabet

The following twenty-nine letters are used in Norwegian. For the phonetic transcription of the pronunciation of these letters see below.

In the nineteenth century and earlier the German so-called Gothic characters were much used, especially in religious literature. They are now completely obsolete.

Small Capitals	Letters	Pronuncia- tion	Small Capitals	Letters	Pronuncia- tion
A	..	a	O	..	o
B	..	b	P	..	p
C	..	c	Q	..	q
D	..	d	R	..	r
E	..	e	S	..	s
F	..	f	T	..	t
G	..	g	U	..	u
H	..	h	V	..	v
I	..	i	W	..	w
J	..	j	'då	'bbeltve(:)	
K	..	k	X	..	x
L	..	l	Y	..	y
M	..	m	Z	..	z
N	..	n	Æ	..	æ
			Ø	..	ø
			Å	..	å

The Norwegian Sound System

Though an Englishman will have less difficulty in mastering the Norwegian sound system than, for instance, a Frenchman, it is by no means easy for him to acquire a correct Norwegian pronunciation. The beginner should at first try to learn the speech sounds, preferably by the help of a Norwegian, and then study how the sounds are expressed by the alphabet. There is less discrepancy

between writing and pronunciation in Norwegian than in English, but Norwegian orthography is far from easy.

An Englishman who knows German should be careful not to be influenced by German pronunciation, which is very different from Norwegian. The Norwegian language is historically less related to German than English is and the knowledge of German is of no great help to the Englishman in matters of pronunciation and grammar. In matters of vocabulary, however, the knowledge of German will prove helpful as Norwegian, as well as Danish and Swedish, has borrowed many low German words during the time of the Hanseatic exploitation of Scandinavia^① and later, and also high German words, especially from the sixteenth to the eighteenth centuries.

VOWELS

Norwegian vowels may be long or short. In syllables with reduced stress^② the length of the long vowels is somewhat reduced. In unstressed syllables vowels are always short^③.

Short vowels are usually more open than long ones. The latter are pure vowels as in French and not diphthongs as in English. The beginner must practice the correct pronunciation of the long vowels. The English pronunciation of them often makes a slightly comic impression on the Norwegian ear as it is also found in Norway, under certain conditions, in provincial speech, especially in the pronunciation of young girls.

Long and Short Vowels

General rule. Vowels are long in open syllables or followed by a short consonant,^④ short before a long consonant, before geminated (double) consonants or before a group of con-

^① See Introduction.

^② See p. 28.

^③ Length of a vowel is expressed in the phonetic transcription used here by : after the vowel, reduced length by (:), stress by ' before the syllable, tones (see below) by ` or ' after the vowel. Forms transcribed phonetically are given in square brackets.

^④ See p. 24.

sonants.^① The difference is found only in stressed syllables. In unstressed syllables all vowels are short.

When a vowel which is long according to the general rule comes, in inflected forms, derivations or compounds, before a consonant group or a geminated consonant, it usually retains its length. Before the *-de* or the *-te* of the past tense the vowel is however very often shortened, e.g. ['le`vdə] *levde* 'lived' from ['le`və] *leve* 'to live,' ['stre`vdə] *strevde* 'toiled' from ['stre`və] *streve* 'to toil,' [løpt] *løpt*, past participle of ['lø`pə] *løpe* 'to run,' [spi`stə] besides ['spi`stə] *spiste* from ['spi`sə] *spise* 'to eat,' ['a`ktə] besides ['a`ktə] *akte* from ['a`kə] *ake* 'to sledge.'

For more exceptions from the general rule see Grammar

[a]

Norwegian [a] corresponds fairly well to English *a* in *father*, especially when it is long. The short [a] is pronounced a little more to the front and is of a slightly brighter colouring. The Englishman should be careful not to substitute his short *a* in *cat* for the Norwegian short [a]. The Norwegian [a] is nearer to his vowel in *cut*.

Examples: [man] *mann* 'man,' [ʃlak] *slakk* 'slack,' ['fa`kkə] *fakke* 'to catch,' ['ka`stə] *kaste* 'to throw,' [ka`le`ndər] *kalender* 'calender,' [da:g] *dag* 'day,' [ba:k] *bak* 'behind,' [a:v] *av* 'from,' [ka`kə] *kake* 'cake,' ['da`mə] *dame* 'lady.'

Long in inflected forms, derivations or compounds: ['da`ltə] *dalte*, past tense of ['da`le] *dale* 'go down, descend,' ['a`vta(:)] *avta* 'to diminish,' ['ba`kstre(:)v] *bakstrev* 'reactionary activity or movement,' ['fa`li`fa`rl̩i] *farlig* 'dangerous,' from ['fa`rə] *fare* 'danger.'

[æ]

This vowel corresponds fairly well to the English *a* in *cat* but is a little less wide.

Examples: ['bæ`rmə] *berme* 'dregs,' ['næ`rmə sei] *nærme seg* 'to approach,' [væt] *vært*, past participle of *være* 'to be,' ['væ`rrə], [væst] *verre*, *verst* 'worse, worst,' [æ`ro`brə] *erobre* 'to conquer,' ['bæ`rə] *bære* 'to bear, to carry,' [sæ:r] *sær* 'cross, touchy,' [bæ:r] *bær* 'berry,' ['væ`relse, 'væ`l̩se] *værelse* 'room.'

^① See p. 24.

Long [æ] in inflected forms, etc. : ['læ`ːtə, 'læ`ːrte] *lærte*, past tense from *lære* ‘to learn :’ ['bæ`ːrkurv] *bærkurv* ‘basket for picking berries.’

[e]

Short [e] corresponds fairly well to the English *e* in *let*. The long Norwegian [e] is somewhat tenser, more like the French *e* in *été*. Locally (and in the dialects) short [e] is much more open and often identical with [æ].

Examples : [men] *menn* ‘men,’ ['bre`nnə] *brenne* ‘to burn,’ [me:l] *mel* ‘flour,’ [re:n] *ren* ‘clean,’ ['de`ːlə] *dele* ‘to partake, to divide,’ ['e`ːkər] *eker* ‘spokes,’ [fe:] *fe* ‘cattle.’

Long [e] in inflected forms, etc. : ['de`ːltə] past tense of *dele*, ['re`ːnjø(:)rin] *rengjøring* ‘cleaning up.’

For the alternation of [e] with [ə] in unstressed syllables see below.

[ø]

This vowel is not found in ordinary English. It is an [e] pronounced with rounded lips, approximately the French *eu* of *peu* when it is long. Short it is somewhat more open, though not so open as the French sound in *coeur*. Before [r] the long [ø] is open, almost as open as in French, in the speech of people born in the south-east, especially in Oslo, but this variety seems to be disappearing among the younger generation.

Examples : [øks] *øks* ‘axe,’ [røt] *rødt* ‘red,’ n. of [rø:] *rød* ‘red,’ ['flø`ːtə] *fløte* ‘cream,’ ['sø`ːlə] *søle* ‘mud,’ [sjø:] *sjø* ‘sea, lake.’

In inflected forms, etc. : ['nø`ːltə] *nølte*, past tense of ['nø`ːlə] *nøle* ‘to hesitate,’ ['lø`ːksuppe] *løksuppe* ‘onion soup.’

[i]

The Norwegian short [i] is approximately the English *i* in *little, bit*. When long it is tenser, almost as tense as in French *fini*.

Examples : [fik] *fikk*, past tense of [få:] *få* ‘to get,’ ['bi`ggə] *bikkje* ‘dog’ (colloquial term), ['li`ggə] *ligge* ‘to lie,’ [fi:n] *fin* ‘fine,’ ['vi`ːsə] *vise* ‘to show,’ ['ti`ːə] *tie* ‘to be silent,’ [bris] *bris* ‘breeze.’

In inflected forms, etc.: ['vi':stə] *viste* 'showed,' ['smi':ltə] *smilte* 'smiled' (from ['smi':lə] *smile* 'to smile'), ['ri':kman] *rikmann* 'rich man.'

[y]

This vowel is an [i] pronounced with rounded lips, approximately the French *u* in *lune*.

Examples: ['lykkə] *lykke* 'happiness, luck,' [ryg] *rygg* 'back, ridge,' ['dyrkə] *dyrke* 'to cultivate,' [sy:n] *syn* 'sight, view,' [ly:n] *lyn* 'lightning,' ['fy:ke] *fyke* 'to drift' (of snow).

In inflected forms, etc.: ['ly:stə] *lyste*, past tense of ['ly:sə] *lyse* 'to shine,' ['ly:slet] *lyslett* 'of fair complexion or hair.'

[u]

The Norwegian [u] is a difficult sound for foreigners because it is narrower and pronounced more to the front than usual in most other languages. (Swedish has a similar *u*). It corresponds fairly well to the English variety in value. The Englishman must, therefore, not use his *u* in *foot* or *full*.

Examples: [gut] *gutt* 'boy,' [but] *butt* 'blunt,' [bus] *buss* 'bus,' ['bu:lðər] *bulder* 'big, crashing noise and rumble,' [buk'se:rə] *beksere* 'to tow, to tug,' [bu:k] *buk* 'belly, paunch,' ['slu:kə] *sluke* 'to devour, to swallow,' [lu:t] *lut* 'bent, stooping.'

In inflected forms, etc.: ['slu:ktə] *slukte*, past tense of *sluke*, ['bu:kta(:)lər] *buktaler* 'ventriloquist,' ['lu:tryggət] *lutrygget* 'bent' (of a person).

[o]

Foreigners find this vowel still more difficult to acquire than the previous one. It is very narrow and pronounced more to the front than the English *o* in *molest* or in the diphthong *ou* in *go*. It lies between the English *u* in *full* and the English *o* in *molest*.

Examples: ['bo:ksə] *bukse* 'trousers,' ['lo'kkə] *lukke* 'to shut,' [bot] *bort* 'away,' [lokomo'ti:v] *lokomotiv* 'locomo-

tive, railway-engine,' [so:l] *sol* 'sun,' ['ko:səli] *koselig* 'cosy, snug,' [lo:s] *los* 'sea-pilot.'

In inflected forms, etc. : ['lo:stə] *loste*, past tense of ['lo:sə] *lose* 'to pilot,' ['bo:ktittəl] *boktittel* 'book-title,' ['lo:sfisk] *losfisk* 'pilot-fish.'

[å]

This vowel is somewhat narrower than the corresponding English vowel in *call* [kɔ:l]. It lies midway between the English *ɔ* and the English *o* in *molest*, but nearer to the former.

Examples : [kå:t] *kort* 'short,' [slå:t] *slott* 'castle,' [vå:s] *vås* 'nonsense,' ['flå:tə] *flåte* 'fleet,' ['må:kə] *måke* (in the north and west ['må:sə] *måse*), 'sea-gull,' [hå:r] *hår* 'hair.'

In inflected forms, etc. : ['lå:stə] *låste*, past tense of ['lå:sə] *låse* 'to lock,' ['bå:tbryggə] *båtbrygge* 'cause-way.'^①

[ø]

[ø] is the so-called "neutral" vowel. It is a lowered and retracted [ø] corresponding to English [ə], e.g. in [kɔ:kesəs] *Caucasus*, but pronounced a little higher up and more to the front. It is found only in unstressed syllables corresponding to a written *e*. It is regular after the stressed syllable; before the stress it alternates with [ø] and is used mostly in rapid speech. In local pronunciation in most parts of the country except in the south-east no [ø] is found and an open [e] is used instead.

Examples : ['skri:kə] *skrike* 'to cry, to shout,' ['lø:pə] *lope* 'to run far,' ['he:stər] *hester* 'horses,' ['sy:rə] *syre* 'sorrel,' [be'ta:lə, bə'ta:lə] *betale* 'to pay,' [ge'vinst, gevinst] *gevinst* 'profit, gains, prize,' [bə'jy:nne, be'jy:nne] and also [bjy:nne] and, colloquially ['by:nə] *begynne* 'to begin.'

The prefix *re-* has usually an open [e], e.g. [re'fårm] *reform* 'reform,' [regi'ment] *regiment* 'regiment.'

^① But ['hå:shake], ['bå:sman] *båtskake*, *båtsmann*, 'boat-hook, boatswain.'

DIPHTHONGS

[ei]

This diphthong is composed of an open [e] and an [i].

Examples : [bein] *bein* 'bone,' ['rei'sə] *reise* 'to travel,' [hei] *hei* 'heath, hilly, bleak country.'

[øy]

Composed of an ordinary [ø] followed by an [i] with faintly rounded lips.

Examples : [øy] *øy* 'island,' ['bøy'ə] *bøye* 'to bend,' [høy] *høy* 'high, tall.'

[øu]

The first element of this vowel is an [ø] which is usually more open than the ordinary [ø]. Very often it is imperfectly rounded and pronounced a little higher up than the [æ]. At the end there is often a bilabial or even a labiodental [v]. In the south-east, especially in the pronunciation of children and young people, the diphthong has developed into [æv] and even [ev].

Examples : [høu] *haug* 'hillock, mound,' [søu] *sau* 'sheep,' [øu'gust] *august* 'August,' [øu'rɔ':pa] *Europa* 'Europe.'

[ai], [ái]

These diphthongs are combinations of [a] or [á] and [i].

Examples : ['svai'ə] *svaie* 'swing to and fro,' [hai] *hai* 'shark,' ['kai'ə] *kaie* 'jackdaw,' [kai] *kai* 'quay, wharf,' [kán'vái] *konvoi* 'convoy,' [á'hái] *ohoi* 'ahoy !' ['sái'abønne] *soiabønne* 'soya-bean.'

[oi]

This diphthong, a combination of [o] and [i] is found in the interjection [hoi] *hoi* 'ho !' and in the derived verb ['hoi'ə] *hoie* 'to shout ho !'

CONSONANTS

Stops

The Norwegian stops [b, p, d, t, g, k] are pronounced as in ordinary English. The voiceless ones are aspirated as in

English, not sharp as in French. In the *Riksmål* of the east which has the sounds [t̪] and [d̪] the tip of the tongue is nearer to the teeth in the pronunciation of [d, t] than in ordinary English, but where [d̪] and [t̪] do not exist, [d, t] have the tip of the tongue as in English.

Examples : ['ba`:kə] *bake* 'to bake,' ['pi`:pə] *pipe* 'pipe,' [da:g] *dag* 'day,' [ga:l] *gal* 'wrong,' ['ka`:kə] *kake* 'cake,' [ta:k] *tak* 'roof.'

[d, t]

In the *Riksmål* and also in the dialects of the east and the north *rd* and *rt* are assimilated with a retracted [d̪] and [t̪] as the results. In pronouncing these sounds the tongue is retracted and the contact is formed between the tip and the front part of the tongue and the palate at a point behind the so-called alveoli (the rim over the roots of the teeth). Often, especially in the dialects and in popular speech, the tongue is reverted so that the contact is formed between the lower surface of the tongue and the palate.

Different degrees of the assimilation of the two sounds may be heard. Sometimes, especially in more careful speech, the [r] remains as a short untrilled sound (here written 'r') with the tip of the tongue behind the alveoli, similar to but not identical with the American pronunciation of *r* before dentals. Sometimes the assimilation is complete and the [d̪] and the [t̪] are geminated between vowels.^① [d̪] is much less used than [t̪] and [rd] is common in words of a more or less literary character.

Examples : [kat̪, kart̪] *kart* 'map,' ['kva`tt̪ə, 'kva`r̪t̪ə] *kvarter* 'to pinch,' [kva`te:r, kva`r̪te:r] *kvarter* 'quarter of an hour,' ['fæ`ddi, 'fæ`r̪di] *ferdig* 'ready, finished,' but usually [værd] *verd* 'worth, value,' ['hæ`rdə] *herde* 'to harden, to endure.'

SPIRANTS

[v, f, ɔ]

Norwegian has two labio-dental spirants corresponding fairly well to the English *v* and *f*. [v] must be carefully distinguished from [f], as in English.

^① See the rules of quantity.

Examples : ['vi`le] *hvile* 'to rest,' ['ha`və] *have* 'garden,' [tra:v] *trav.* 'trot (of a horse),' ['flø:tə] *fløte* 'cream,' ['a:vfø(:)rə] *avføre* 'to divest of.'

In addition to these two there exists also a so-called palatal voiceless spirant [ç]. It is not regular in English but may be observed when [j] follows a voiceless sound, e.g. *hue*, which is commonly pronounced [hçju:] and may become [çju:] or [çu:]. In pronouncing the Norwegian [ç] the Englishman should start from such words or from *yes*, making the initial [çj] much tenser and voiceless. Those who know German or Gaelic will be familiar with a similar sound in those languages (e.g. the final sound in German *ich* 'I'). It must not be confounded with the Gaelic or low Scotch *ch* in *loch* or the German *ach*-sound, which does not occur in Norwegian.

Examples : ['çɪrkə] *kirke* 'church,' ['çe`lkə] *kjelke* 'toboggan, little sledge,' [çep] *kjepp* 'stick,' ['çy:sə] *kyse* 'hood' (for children or women), ['bi`ççə] *bikkje* 'dog' (colloquial).

SIBILANTS

Norwegian has two sibilants [s] and [ʃ], the former corresponding to English *s* in *sing, summer*, the latter to English *ʃ* in *sham, shelter*. In the east of Norway the [ʃ] has a somewhat more hollow sound than the English equivalent, the tip of the tongue being further back than is usual in standard English. The [ʃ] has in many cases resulted from the assimilation of *s* and *j* or *s* and [ç]. In the west and the south this assimilation has not taken place or is less complete than in the east so that [sj] (with a voiceless [j]) or [ʃj], with an [ʃ] corresponding to the English [ʃ] is pronounced instead.

As Norwegian has no [z] or [ʒ] the [s], and more rarely also the [ʃ], may be partly or completely voiced between vowels, a fact few Norwegians are aware of. [s] is never voiced in the beginning of the word.

Examples : [san] *sann* 'true,' [san] *sand* 'sand,' ['sku:tə] *skute* 'craft, vessel, ship,' [skrek] *skrekk* 'fright,' ['knu:sə] *knuse* 'to crush,' [sø:] *sjø* 'sea,' ['sæ:rə] *skjære* 'to cut,' [las] *lass* 'load, charge.'

After [r], [ʃ] is the rule in the east and the [r] usually disappears or is reduced as before t. The tip of the tongue is usually still more retracted than for the ordinary [ʃ].

Examples : [væʃt] *verst* ‘worst,’ [la:ʃ], la:^rʃ] *Lars* (Christian name), [ma'ʃe:rə, ma'^rʃe:rə] *marsjere* ‘to march,’ [væʃ, væ:^rʃ] *vers* ‘verse,’ [pæ'^rʃo:n, pæ'^rʃo:n] *person* ‘person.’

Before [l] [ʃ] is the rule in the east when [l] belongs to the same syllable ; [l] becomes [l̄]. When the [s] ends one syllable and the [l] begins the next [ʃl̄] is the rule in some colloquial terms but in other cases educated speech has [sl̄], popular speech [ʃl̄].

Examples : [ʃl̄em] *slem* ‘bad, wicked,’ [ʃl̄å:] *slå* ‘to beat,’ ['knu'ʃl̄ə] and also ['knu'sl̄ə] *knusle* ‘play the niggard,’ [den] ['ve'ʃl̄ə] *den vesle* ‘the small,’ ['fi'ʃl̄ə] *fisle* ‘carry tales,’ but [o'slo] (popular, vulgar ['o'ʃlo] *Oslo*), ['ri'ʃl̄ə] *risle* ‘to purl, to ripple.’

[j] and [h]

These two sounds correspond to English *y* in *yes* and *h* in *how, hill*. The [h] is never dropped (except in some dialects in the west of which people speaking other dialects make great fun).

Between vowels the [h] is often partly or completely voiced, a fact most Norwegians are ignorant of.

Examples : [ja:] *ja* ‘yes,’ [jem] *hjem* ‘home,’ [ji:] *gi* ‘give,’ ['jæ:nə, 'jæ:r'nə] *gjerne* ‘willingly,’ [hu:s] *hus* ‘house,’ [a'ha:] *aha* ‘aha !’

r and l sounds

Norwegian has no “hollow” l as that of English *full* or *hill*. The ordinary Norwegian [l] corresponds approximately to the English l in *land, lip*.

Examples : ['la:mpe] *lampe* ‘lamp,’ ['li:^rtən] *liten* ‘small,’ [lu:r]^{l̄}*lur* ‘cute.’

After [r] and [ʃ] the tip of the tongue is retracted to the same place as for [t̄] and [d̄] and is therefore transcribed [l̄]. Before the [l̄] representing rl in a stressed syllable the vowel is always long. The people of the west and south have the

ordinary [l] in this case, and may have both short and long vowels in the stressed syllable before —rl.

Examples : [ka:l, ka:r:l] *Karl* (Christian name, Charles), ['æ`li, 'æ`rli] *ærlig* 'honest,' ['sø:lì, 'sø:rli] *sørlig* 'southerly,' [slå:] *slå* 'to beat,' [sla:g] *slag* 'battle,' etc.^①

A very curious sound, the so-called "thick l" (transcribed [ł]), is used in the dialects of the east (to a line from Kragerø, through the Telemark, the central mountains and to Romsdal in the west and to Steigen in the north). It is also usual in colloquial *Riksmål* of the same districts. In articulating this sound the tip and the front part of the tongue are bent upwards towards the top of the roof of the mouth and then brought suddenly forward. The English phonetician Henry Sweet calls it a flap-consonant.

[ł] occurs between vowels, finally after vowels and between a stop or [f] and a vowel. It is written *l*. To the foreigner it sounds as a kind of *r*. As already stated it is not used in the west and the south and few people from these districts are able to acquire it. A foreigner should make no attempt at learning it before he has thoroughly mastered the colloquial nuances of pronunciation and grammar.

Examples : [sø:ł] *sjøl* 'myself, yourself, etc.', ['o:ł:a] *Ola* (Christian name, Olav), [fæ:ł] *fæl* 'disgusting, hideous,' ['sø:ł:e] *søle* 'to spill, to dirt,' ['kłi:nə] *kline* 'to smear, to paste,' ['głi:sə] *glise* 'to grin,' ['fłø:tə] *fłete* 'cream.'

[r] is a trilled point consonant but usually not so strongly trilled as in those parts of the British Isles that have retained the trilled *r*. People of the south-west use an uvular [r] similar to that which may be occasionally heard locally in England. Before a voiceless consonant the [r] is voiceless. For [r] followed by dentals and [l] see above.

Examples : ['ru:tə] *rute* 'pane of glass,' ['ri'ŋŋe] *ringe* 'to ring,' ['læ'rke] *lerke* 'lark,' [skarp] *skarp* 'sharp,' [larm] *larm* 'big noise.'

NASALS

[n] and [m] correspond to the English nasals. [ŋ] is the English guttural nasal in *sing, rank*.

^①See p. 22.

Some people in the west sound the *g* and pronounce [ŋg] instead of [ŋ].

Examples : [ni:] *ni* 'nine,' ['nå:də] *nådde* 'grace, favour,' [kne:] *kne* 'knee,' ['ko:nə] *kone* 'woman, wife,' [met] *mett* 'satisfied, having eaten enough,' ['må:nə] *måne* 'moon,' ['syŋŋə] *syngē* 'to sing,' [ran] *rang* 'rank,' [raŋk] *rank* 'erect, straight,' ['raŋlə] *rangle* 'to go on the spree.'

[n]

In the east the group *rn* is assimilated into [n̪] or [n], a dental nasal with the tip of the tongue in the same position as for [d], [t] and [l]. In stressed syllables the vowel is always long before this [n̪]; in the south and the west the vowel may be both short and long.

Examples : ['jæ:rнə], ['jæ:nə] *gjerne* 'willingly,' ['væ:rнə], ['væ:nə] *verne* 'to protect,' ['ka:rнeval], ['ka:nевал] *karneval* 'carnival,' [ko:n] *korn* 'grain' (in the south and west : ['jæ:rnə], ['væ:rnə], ['ka:rnевал], [korn], or [ko:rən].)

SYLLABLE AND QUANTITY

In Norwegian all stressed syllables are normally long and all unstressed syllables short. Therefore, in the stressed syllable the length is expressed either in the vowel or in the consonant. If a stressed syllable contains a short vowel it must be followed by a long consonant. If a stressed syllable has a long vowel—or a diphthong—it may be followed by a consonant which is always short. This pattern is upset in a number of cases in which inflected forms, derivations or compounds retain a long vowel before a group of consonants.^①

^①An exception is ['få:rнem], ['få:rnem] *fornem* 'distinguished, noble.'

^②There are also some exceptions before [-st] in words of foreign origin, e.g. [o:st] *ost* 'east,' originally a low German word used by sailors (cf. Dutch *oost*), but now gaining ground because [øst] *øst* 'east' and [vest] *vest* 'west' are easily confounded over the telephone or the radio. [ost] *ost* 'cheese,' a native word, has a short [o]. Another example is [be:st] *best* 'beast,' which has come to Norway through low German and old French. The pronunciation [best] is also current.

Single intervocalic consonants belong to the second syllable. Of a group of consonants the first goes to the first syllable, the rest to the second.¹

Examples: ['ba`-kə] *bake* 'to bake,' ['ei`-nər] *einer* 'juniper,' ['ra`s-tə] *raste* 'raged' (from ['ra:sə]), ['va`k-lə] *vakle* 'to totter,' ['bu`r-knə] *burkne* 'milt-wort,' ['ku`ltnə] inflected form of [ku`ltən] *kulten* 'sulky.'

When in an inflected form a long vowel is followed by a stop and liquid or nasal the whole consonant group belong to the next syllable.

Examples: ['å`:-krər, 'a`:-krər], plural of ['å`:-kər], ['a`:-kər] *åker*, *aker* 'tilled field,' ['ba`:-krə] *bakre* 'hind-most' (cf. [ba:k] *bak*), ['la`:-knər]² *lakener*, plural of ['la`:-kən] *laken* 'sheet.'

In compounds the syllabic divisions coincide with the limits of the different elements.

Examples: ['bu`sk-furru] *buskfuru* 'New Jersey scrub pine,' ['sla`ks-mål] *slagsmål* 'fight, fray,' ['sla`ks-bro(:)r] *slagsbror* 'fighter, brawler,' ['a`n-gri(:)pə] *angripe* 'to attack,' ['å`p-åvər] *oppover* 'upward.'

After a short stressed vowel a single consonant is long, and such a consonant as well as a geminated consonant follows immediately and firmly upon the vowel, not loosely as in ordinary English. If a stressed short vowel is followed by a consonant and a vowel the consonant is geminated and therefore in reality double with the syllabic division in the middle. Those who are familiar with Italian geminates (e.g. in *otto*, *vacca*) should use the same pronunciation in Norwegian, reducing the first element of the geminated consonant just a little, e.g. ['pa`kkə] *pakke* 'parcel,' ['ka`ttər] *katter* 'cats,' ['hå`ppə] *hoppe* 'to jump,' ['fy`llə] *fylle* 'to fill,' ['ka`sə] *kasse* 'box.'³

¹ There are a few exceptions in loanwords from other languages. e.g. ['pu`ŋk-tum] *punktum* 'full stop.'

² Also ['la`-kənər].

³ Fuller geminates with a strong first element is found when the first element of compound ends in a consonant and the second one begins with the same, e.g. ['u`-t-ta(:)lə], *uttale* 'pronounce,' ['frem-ma(:)nə], *fremmane*, 'conjure, evoke,' ['å`p-pussing], *opus-sing* 'innovation (of a building, flat)'.

The learner should compare Norwegian [bak] *bakk* 'aback' and ['ha'kkin] *hakking* as spoken by a native with English *back* and *hacking*.

In unstressed syllables the geminate is simplified and the consonant belongs to the second syllable, e.g. [i-ke] *ikke* 'not' when unstressed, ['i'k-ke] when stressed.

In eastern Norway a curious development takes place when an unstressed [ə] comes between a dental and [n]. The foreigner must learn to analyse this pronunciation because he will hear it constantly, [n] forming part of the suffixed article, but he ought not to make any attempts at this pronunciation before he is really a master of the language. The pronunciation with an ordinary [ə] is acceptable and is used by the people of the south-east when they want to articulate very distinctly. The full pronunciation is also used by people speaking *Riksmål* in other parts of the country.

When the [ə] comes between a dental stop, or [l], [s], and [n] it is completely absorbed. The tongue does not change its position, the nasal articulation follows immediately after the stop or the [l], [s], but still the original number of syllables remains.

Examples : ['ha't-tn] *hatten* 'the hat,' ['vi'd-dn] *vidden* 'the width,' ['ba'l-ln] *ballen* 'the ball,' ^① ['ka's-sn] *kassen* 'the box,' cf. also the plurals of these forms ['ha't-tn-nə], ['vi'd-dn-nə], ['ba'l-ln-nə], ['ka's-sn-nə].

Between [r] and [n] the assimilation is less complete and a faint vowel is usually heard, e.g. ['na'r-rn] *narren* 'the fool, the jester.' The same faint vowel is heard when the [ə] comes between two [r]'s, e.g. ['çø:rərə] *kjørere* 'drivers.'

When the syllable [-ren] follows a long vowel the result is [-ən], e.g. ['fa':ən] *faren* 'the father,' ['mo':ən] *moren* 'the mother,' ['ka':ən] *karen* 'the man, the fellow, the guy.'

But when a word ends in -eren the result is [-ən] or [-æn] with the loss of one syllable, e.g. [får'fa'ttən, får'fa'ttæn] *forfatteren* 'the author,' ['çø:rən, 'çø:ræn] *kjøreren* 'the driver.' When the word ends in -elen the last [ə] disappears

^①Cf. English (*kiln*) which is one syllable.

and only one syllable remains [-əln], e.g. ['ga'ffəln] *gaffelen* 'the fork,' ['nø'kkəln] *nøkkelen* 'the key.' In colloquial language one may also hear [-ən] or [-æn] based upon the form with a final "thick l", but this pronunciation has usually a rather vulgar character.

When the [ə] comes between two [n]'s the pronunciation is particularly difficult. Forms as ['bø'nnə] *bønne* 'bean,' ['rø'nnə] *rønne* 'hovel,' are different from ['bø'n-n-nə], ['rø'n-n-nə] *bønnene, rønnene* 'the beans, the hovels,' the latter have three syllables, the former only two.

STRESS

Stress plays a similar role in Norwegian as in English. It is of about the same strength as in English, so that there is a marked difference in force of articulation between stressed and unstressed syllables. The Norwegian sentence is in this respect like the English and has not got the even flow of the French.

Simple Words

Stress is usually on the first syllable of the word, e.g. ['bre'nnənə, 'bre'nn-n-ə] *brennende* 'burning,' ['hu':sər] *huser* 'houses,' ['tå':rə] *tåre* 'tear.'

But most words of French or Latin origin have the stress on other syllables, mostly according to the French rules of stress and the Latin rules of the tone.

Examples : [a'dre'ssə] *adresse* 'address,' [gen'e'ra:l] *general* 'general,' [sene'rel] *generell* 'general (adj.),' [se'nɪ:] *geni* 'genius,' [gen'i:a:l] *genial* 'ingenious,' [pro'fe'ssor] *professor* 'professor,' [profe'so':rər^①] *professorer* 'professors,' [ho'tel] *hotell* 'hotel,' [san'darm] *gendarm* 'gendarme,' [na'sjɔ:n] *nasjon* 'nation' and all the words in [-sɔ:n] from French or Latin, all the verbs in [-'e':rə] or [-i'se':rə] from French.

Some English and other loanwords are pronounced according to the French pattern, e.g. [tu'nel]^② *tunnel* 'tunnel,' [admi'ra:l] *admiral* 'admiral' (borrowed from English, originally an Arabic word).

^①[pro'fe'ssorər] is also acceptable.

^②And also [¹tu'nn(ə)l].

In vulgar speech the stress is on the first syllable also in such words, e.g. ['pro'ffəsor], ['se'nni], ['ge'nnərə(:)l], ['ho'ttəl], etc.

The stress in words of Latin (or Greek) origin does not always correspond to the rules of classical Latin, e.g. [in'fi'nnitiv] *infinitive* 'infinitive,' ['a'djektiv] *adjektiv* 'adjective' and all the compounds in [-'lå:g] -*log*, [filo'lå:g], [arkeo'lå:g] *filolog*, *arkeolog*, 'philologist, archeologist,' etc.

Compounds of Nouns, Adjectives and Adverbs

Such compounds are regularly stressed on the first syllable. The second element has reduced main stress. Long vowels or long consonants in words making up the second element of the compound are longer than ordinary short vowels or consonants.

Examples : ['hu':sman] *husmann* 'small tenant under a freeholder, cottager,' ['gu'lri(:)k] *gullrik* 'rich in gold,' [ma':tsa(:)l] *matsal* 'dining hall,' ['høy'tryk] *høytrykk* 'high pressure.'

Recent agglutinations of an adjective and a noun are usually stressed on the second element and are now mostly written separately, e.g. [go'nat] *god natt* 'good night.'

There are a certain number of exceptions to the general rule that the first element of such compounds is stressed. They consist mainly of comparatively recent agglutinations, but are difficult to bring under definite rules.

Examples; [små'pi':kə] *småpike* 'little girl,' [små'gu'ttər] *smågutter* 'small boys' (besides ['små':guttər] and always ['små':gut] in the singular), [sko'ma':kər] *shomaker* 'shoemaker,' [år'tu':sn, år'tu':sn] *årtusen* 'millennium,' [år'hu'ndrə] *århundre* 'century' (and also ['å':rhundrə]), [o(:)bæst'løy'tnant] *oberstløytnant* 'lieutenant-colonel,' some of the compounds with [vel-] : [velan'ste'ndihə(:)t] *velanstendighet* 'decency,' ^①[syd'øst] or [syd'o:st] *sydøst*, *sydost* 'south-east,' [nor'øst] or [nor'o:st] *nordøst*, *nordost* 'north-east' and the other compounds with [sy:d], [sø:r] *syd*, *sør* and [no:r] *nord* 'south, north,' cf. also such geographical names as [ost'i'ndia] *Ostindia* 'East Indies' and [vest'i'ndia] *Vestindia* 'West Indies.'

^①But ['ve'lstå(:)enə], ['ve'lstan] *velstående*, *velstand* 'well-to-do' 'prosperity.'

Indies,' the compounds consisting of [hal] *halv* 'half' with an ordinal, e.g. [hal'a'nnən, hal'a'nn-n, hal'a':ən], *halvannen* 'one and a half,'^① [sæ'r'tå':sða(g)] *skjaertorsdag* 'Maundy Thursday' and [laŋ'fre':da(g)] *langfredag* 'Good Friday.'

Locally the second term of compounds of this type may be stressed in many more cases.

Some compound adjectives in [-i] -ig and [-li] -lig are stressed on the second element (they are often of foreign origin), e.g. [åp'ri'kti] *oppriktig* 'sincere,' [al'vå':li] *alvorlig* 'serious,' [vel'de':di] *veldedig* 'charitable,' [frem'kå'mmeli] *fremkommelig* 'passable,' [sed'va':nli] *sedvanlig* 'usual,' [sin'ba':li] *skinnbarlig* 'incarnate,' the adjectives in [-værdfi, -værdi, -væddfi] and [-færdfi, -færdi, -fæddfi] -verdig, -ferdig, e.g. [ret'fæ'rdi] *rettferdig* 'just,' [mæk'væ'rdi] *merkverdig* 'remarkable, extraordinary.' Cf. also adjectives as [nor've'stli] *nordvestlig* 'north-western,' etc.

Compounds of a Noun and a Verb

These compounds follow the nominal compounds, e.g. ['bå'nleggə] *båndlegge* 'tie up,' ['kå'sleggə] *korslegge* 'to cross, to fold,' ['çe'nnəmærkə] *kjennemerke* 'to mark.'

There are a few exceptions, e.g. [kå'sfe'stə] *korsfeste* 'to crucify,' [vel'si'ŋnə] *velsigne* 'to bless.'

Compounds of a Preposition or Adverb denoting direction or position and of Verb or Noun

These formations have usually the stress on the first element whereas the second has reduced main stress, e.g. ['fre'mstø(:)t] *fremstøt* 'onrush, advance,' ['i':leggə] *ilegge* 'impose (a fine),' ['i':leg] *ilegg* 'opening of a stove,' ['å'pdra(:)] *oppdra* 'educate,' ['å'pdra(:)g] *oppdrag* 'task, commission.'

The formations with [får-] *for-* present difficulties to the learner. When this element represents the old preposition (in many cases corresponding to English *fore-*) it follows the main rule, e.g. ['få'rarm] *forarm* 'forearm,' ['få'ro(:)r] *forord* 'foreword, preface,' ['få'rmidda(g)] *formiddag* 'forenoon.'

* But [ha'lveis] *halvveis* 'halfway.'

But when it is a prefix borrowed from or modelled on Low German *vor-* (cf. German *ver-*) it is unstressed when coming before a verb, e.g. [får'bru':kə] *forbruke* 'to consume,' [få'ra'ktə] *forakte* 'to despise,' [får'ba'nne] *forbanne* 'to curse,' [får'te'llə] *fortelle* 'to tell.' In combination with [-an-], however, *får-* 'is stressed, e.g. ['få'ranstaltə] *foranstalte* 'to arrange,' ['få'ranlediə] *foranledige* 'to bring about.'^①

Derived adjectives and nouns expressing an agent retain the stress of the verbal compound, e.g. [få'ra'ndəli] *foranderlig* 'changeable' (cf. [få'ra'ndrə] *forandre* 'to change,' [får'bry:tər] *forbryter* 'criminal' (cf. [får'bry:tə sei] *forbryte seg* 'to commit a crime,' [får'bry:təsk] *forbrytersk* 'criminal (adj.),' [får'bru:kər] *forbruker* 'consumer.'^②

Verbal nouns other than those in [-əlsə] -else and [-(n)in]-
(n)ing have the stress on [får-], e.g. ['få'rbru(:)k] *forbruk* 'consumption,' ['få'rbu(:)d] *forbud* 'prohibition' (but [får'by:] *forby* 'to prohibit'), ['få'rbun] *forbunn* 'alliance' (but [får'bi'nne] *forbinde* 'to unite').

There are a few exceptions to this rule, e.g. [få'rakt] *forakt* 'contempt,' [få'r'sla:g] *forslag* 'avail, effect (but ['få'r'sla(:)g] *forslag* 'proposal.)'

Compound Adverbs, Prepositions or Conjunctions

The adverb [får'bi:] *forbi* 'past' is stressed on the second element when used alone or in compounds, e.g. [får'bi':çø'rjəl, får'bi':çø:ssjəl] *forbikjørsel* 'overtaking on the road.' ['få'rbi:gå(:)] *forbigå*, however, alternates with [får'bi:gå(:)] in the sense 'to pass over by a promotion.'

The adverbs in [-de':ləs] -deles have the stress on this element, e.g. [al'de':ləs] *aldeles* 'completely,' [frem'de':ləs] *fremdeles* 'still.'

[des-] *dess-* is unstressed when it indicates a comparison, e.g. [des'væ'rrə] *dess verre, dessverre* 'the worse, unfortunately.'

^① Both bookish words.

^② Also ['få'rbru(:)kər] through the influence of ['få'rbru(:)k] *forbruk*, see below.

When this [des-], which is an obsolete genitive of the demonstrative pronoun, is ruled by the second part of the compound it is stressed, e.g. ['de'ssu(:)tn] *dessuten* 'besides' (also [de'su':tn]).

[i-] *i-* in adverbial compounds is always unstressed, e.g. [i'jen] *igjen* 'again,' [i'blant] *iblant* 'among.'

Recent agglutinations of a preposition and a noun forming an adverb or a conjunction are stressed on the second element, e.g. [åvər'ho:də] *overhodet* 'upon the whole,' [i'fal] *ifall* 'in the case that.' Most of these formations have now their elements written separately.

Suffixes

Some suffixes, especially [-he:t] *-het*, [-ska:p] *skap*, [-dåm] *-dom*, [-såm] *-som*, [-nem] *-nem*, are treated as the second element of a compound and have reduced main stress, e.g. ['go':dhe(:)t] *godhet* 'goodness,' ['sa'nhe(:)t] *sannhet* 'truth,' ['kri'st(e)ndåm] *kristendom* 'christianity,' ['la'nsåm] *langsom* 'slow,' ['tro':ska(:)p] *troskap* 'fidelity,' ['tu'nnem] *tungnem* 'slow to learn.'

Some suffices have main stress. The most important cases are the following :

[-innə] *-inne*, by which nouns for females are derived from a noun for a male, is always stressed, e.g. [lærə'rɪnnə] *lærerinne* 'female teacher,' [genera'lɪnnə] *generalinne* 'wife of a general.'

[-əri] *-eri* is stressed when it indicates either a place where a certain activity takes place or this activity itself or further, a special, usually not recommendable, activity, demeanour, trend of mind or the like, e.g. [bakə'ri:] *bakeri* 'baker's shop,' [hønsə'ri:] *hønseni* 'hennery,' [pedantə'ri:] *pedanteri* 'pedantism,' [bryggə'ri:] *bryggeri* 'brewery'.

But when the suffix has other meanings it is usually unstressed, e.g. ['svi:nəri] *svineri* 'swinishness, filth,' ['fø:leri] *føleri* 'sentimentalism.'

[-såmmeli] *-sommelig* forming adjectives is stressed, e.g. [fred'så'mmeli] *fredsommelig* 'peaceable.'

The adjectival suffix [-akti] *-aktig* may be stressed or unstressed, e.g. [løy'na'kti] *løgnaktig* 'mendacious' and

[løy'nakti], svi'ka'kti] *svikiktig* ‘treacherous’ and [svi':kakti]. [-hafti] is stressed, e.g. [stan'ha'fti] *standhaftig* ‘stubborn,’ [man'ha'fti] *mannhaftig* ‘mannish.’

In some cases when the suffixes [-əlsə] -else and [-(n)inj] -(n)ing which form verbal nouns are parts of a compound they cause the stress to be on the second part of the compound, but there is now a strong tendency to shift the stress to the first syllable, e.g. [mi'su'nnəlsə] *misunnelse* ‘envy,’ [til'fi'kkəlsə] and ['ti'lſikkəlsə] *tilskikkelse* ‘providence,’ [in'le':dninj] and ['i'nle(:)dninj] *innledning* ‘introduction.’ Sometimes the doublets are used with a different meaning, e.g. [av'de':linj] *avdeling* ‘division,’ but ['a':vde(:)linj] ‘the act of partitioning off.’

Prefixes

There are in Norwegian a few prefixes of Low German or German origin; [be-, bə-] *be-*, [ge-, gə-] *ge-*, [ær-] *er-*, which are never stressed, e.g. [be'ta':lə] *betal* ‘to pay,’ [be'jy'nnə] *begynne* ‘to begin,’ [be'çe'nnə] *bekjenne* ‘to acknowledge,’ [ge'bæ'rðə, ge'bæ'rðə sei] *geberde seg* ‘to behave,’ [ge'væ:r] *gevær* ‘gun, rifle,’ [ær'væ'rvə] *erverve* ‘to obtain.’

[an-] *an-*, which is of the same origin, is always stressed, e.g. ['a'nmo(:)də'åm] *anmode om* ‘to ask for.’

There is in modern Norwegian a strong tendency to get rid of this formation which more than the ordinary loan-words are felt to be foreign. Thus [be'sty':rə] *bestyre* ‘to administer’ is replaced by the simple ['sty':rə] *styre*, ['a'ngå] *angå* ‘concern’ by ['ve':drə(:)rə] *vedrøre*, [kå'mmə ve(:)] *komme ved* or ['je'llə] *gjelde*.

The negative prefix [u-] *u-* is stressed, e.g. ['u':fik] *uskikk* ‘bad habit,’ ['u':kunstnerisk] *ukunstnerisk* ‘inartistic.’

Exceptions are adjectives in [-əli] -elig and those of the adjectives in [-li] -lig which are derived from verbs and denote a feasibility. They retain the stress of the corresponding word without the prefix, e.g. [u'e'ndəli] *uendelig* ‘infinite,’ [ubə'ha':gəli] *ubezagelig* ‘disagreeable,’ [u'jø':li] *ugjørlig* ‘not feasible,’ [u'dri'kkəli] *udrikkelig* ‘undrinkable.’

Of the other adjectives with the prefix [u-] and the ending [-li] or [-i] some are stressed on the second part of the formation, e.g. [u'he'lđi] *uheldig* 'unfortunate,' [used'va':nli] *usedvanlig* 'unusual.'

Most of these exceptions are more or less literary words. In popular speech [u-] is usually stressed in all cases.

THE TONES

Norwegian as well as Swedish, but not Danish, uses differences of tones in order to distinguish between different words and word forms. There are two tones, the single and the double (also often called accent I and accent II).

The tones are used only in combination with stress. No tone differences are found outside the syllable which carries the main stress.

The single tone is the fundamental one. It is the only one found in monosyllabic words and is also usually the one used in words of foreign origin.

The single tone is characterised by a lowering of the voice which takes place in the vowel. Towards the end of the vowel and during a following voiced consonant or a following unstressed syllable the voice again rises and usually ends higher than it started.

In pronouncing the double tone, which can appear only in words of two or more syllables, the voice at first rises on the first part of the stressed vowel and then falls describing a similar curve as that of the single tone.

The single tone can thus be described as a fall, the double tone as a combination of a rise and a fall. The pattern of the single tone may further be described as the inverted form of the usual English intonation of an isolated word. Instead of rising at first and then falling towards the end of the word the Norwegian single tone at first falls and then rises.

^②Other exceptions are [u'a'ktet] *uaktet* 'although,' [u'a'ktsam] *uaktsom* 'careless' (both literary words).

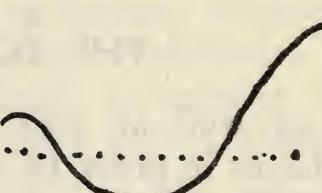
In order to grasp the difference between the two tones, the English learner should get a Norwegian^① to pronounce the two homophones.

[*'bø'nnər*] *bønder* 'farmers.'

[*'bø'nnər*] *bønner* 'beans.'

The intonation curves of these two words may approximately be rendered thus :

Single tone :



Double tone :



The rules of the use of the two tones are complicated and they vary considerably in the *Riksmål* of the different parts of the country. In Oslo and the South-East there is a tendency in popular and vulgar speech to use the single tone in many cases, especially in compounds and names, where educated speech has the double.

On the other hand the double tone is often used in certain types of words of foreign origin where educated speech has the single.

The foreigner must know these rules in order to avoid the danger of using vulgar forms.

The Single Tone

The following are the main rules for the use of the single tone :

(1) It is found in all monosyllables,^② e.g. [*hu:s*] *hus* 'house,' [*gå:r*] *gård* 'farm, house, courtyard.'

^①He ought to be from the South. North of Trøndelag the intonation is different. In the south there are notable differences in the character and the use of the tones, e.g. between Bergen and Oslo, but the two tones are always kept apart. The rules given here are those of the educated speech of Oslo and the south-east.

^②It is therefore not necessary to indicate it in this case in the phonetic transcription.

Words stressed on the last syllable are treated as monosyllables, e.g. [åvə'ralt] *overalt* 'everywhere,' [kul'tu:r] *kultur* 'culture.'

When the suffixed article is added the single tone remains, e.g. ['hu':sə] *huset* 'the house, ['bo':kən, 'bo':ka] *boken, boka* 'the book.'

(2) The same tone is found in words of two syllables which in Old Norse were monosyllables, e.g. ['bø'nnər] *bønder* 'farmers' (O.N. *boendr*, but ['bø'nner] *bønner* 'beans,' O.N. *baunir*), ['a':kər, 'å':kər] *aker, åker* 'tilled field' (O.N. *akr*), ['fa':gər] *fager* 'fair' (O.N. *fagr*), ['bø':kər] *bøker* 'books' (O.N. *boekr*), ['bry':tər] *bryter* 'breaks' (O.N. *brytr*).

Thus the presents of the strong verbs have usually the single tone because they ended in *-r* in Old Norse whereas the present of the weak verbs have the double tone because most of them had in Old Norse the endings *-ar* or *-ir*, e.g. ['ka'stər] *kaster* 'throws' (O.N. *kastar*). As a practical rule it may be said that the present of the simple weak verbs have the double tone and the present of the simple strong verbs the single tone.

The historical principle is not, however, always a sure guide. Thus some words in [-ər] *-er* have the single tone although they were not monosyllables in Old Norse, e.g. ['me stər] *mester* 'master' (O.N. *meistari*), ['pe'ppər^①] *pepper* 'pepper' (O.N. *pipari*). The ordinary nouns in [-ər] *-er* indicating an agent have the double tone, e.g. ['læ':rər] *lærer* 'teacher.'

(3) Compounds and derived words which are not stressed on the first syllable and words with prefixes have usually the single tone, e.g. [små'pi':kə] *småpike* 'little girl,' [sko'ma:kər] *skomaker* 'shoemaker,' [år'hundrə] *århundre* 'century,^② [u'e'ndeli] *uendelig* 'infinite,' [lan'te'kkəli] *langtekkelig* 'dull, tedious (of performance, exposition),' but [te'kkəli] *tekkelig* 'pleasing, well-behaved,' [kå'sfe'stə]

^① And also ['pe'ppər], and always so in compounds, e.g. ['pe'ppər'bøsə] *pepperbøsse* 'pepper-box.'

^② When this compound is stressed on the first syllable it has also the single tone against the general rule thus ['å':rhundrə] as against ['å:'rrekke] *årrekke* 'series of years.'

korsfeste 'to crucify,' [ær'væ'rva] *erverve* 'to obtain,' [får'bru':kə] *forbruke* 'to consume,' [får'bry':tər] *forbryter* 'criminal,' [be've':gə] *bevege* 'to move,' [av'de':lin] *avdeling* 'division,' [løy'na'kti] *løgnaktig* 'mendacious' (but ['løy'nakti] when the suffix is not stressed), [stan'ha'fti] *standhaftig* 'stubborn,' [u'a'ktət] *uaktet* 'notwithstanding,' [u'a'ktsåm] *uaktsom* 'inadvertent.'

[*får*] *for* 'too (much)' followed by an adjective is treated in the same manner, e.g. [*får'me':gət*, *får'my':ə*] *for meget*, *for mye* 'too much,' [*får'hi'ssi*] *for hissig* 'too hot-tempered,' but ['*me':gət*, '*my':ə', '*hi'ssi*].*

There are some exceptions to this general rule, e.g. the compounds with [*hal*] *halv* 'half'; [*hal'se'ttə* or *hal'se':tə*] *halvsjete* 'five and a half,' compounds consisting of a preposition and a noun: [*åver'ho':də*] *overhodet* 'in all cases,^①' words formed with the suffix [-inne] -inne: [*læ(:)rə'ri'nnə*] *lærerinne* 'female teacher.'

(4) Nominal compounds consisting of a monosyllabic word with the *s* of the genitive as first element have the single tone, e.g. ['*ri'ksbank*] *riksbank* 'state bank,' ['*sla'ks-må(:)l*] *slagsmål* 'fight, brawl,' ['*la'nsman*] *landsmann* 'countryman,' ['*le'nsman*] *lensmann* 'bailiff,' ['*ti'tsmessi*] *tidsmessig* 'up-to-date, corresponding to the requirements of the times, modern.'

But when the first element having the *s* of the genitive is a word of more than one syllable or itself a compound the compound gets the same tone as this word has when used alone, e.g. ['*e'mbetsman*] *embetsmann* 'government official,' ['*å'pgansti(:)dər*] *oppgangstider* 'improving conjunctures, boom,' but ['*ha'nd(ə)lsflå(:)tə*] *handelsflåte* 'mercantile marine. Cf. also cases as ['*e'nveisçø(:)rinj*] *enveiskjøring* 'one way driving, one way street.'

(5) Derivations in [-he:t] -het from monosyllabic words have the single tone, e.g. ['*go':dhe(:)t*] *godhet* 'goodness,' ['*ra'skhe(:)t*] *raskhet* 'quickness.' Some of those in [-ska:p] -skap have the same tone when the first element is a mono-

^① Combinations of a preposition and its complement are treated in the same way, e.g. [*på'se':və*] *på skjeve* 'askew, aslant,' [*a(v)'la':ge*] *ut lage* 'out of condition, unsettled. These combinations were formerly often written in one word.

syllable, e.g. ['klo':kska(:)p] *klokskap* 'wisdom,' ['o'nska(:)p] *ondskap* 'wickedness, but ['e'nska(:)p] *endskap* 'end, termination,' ['ma'nska(:)p] *mannskap* 'crew,' ['se'liska(:)p] *selskap* 'society, party.'

But when the first element consists of more syllables the compound retains the tone of the first element when used alone, e.g. ['le':dihe(:)t] *ledighet* 'vacancy, unemployment,' ['næ':rgåenhe(:)t] *nærgåenhet* 'forwardness, indiscretion,' ['rå:ttska(:)p] *råttenskap* 'rot,' ['bå:rgerska(:)p] *borgerskap* 'citizenship, bourgeoisie.'

(6) Certain nominal compounds of which the first element ends in a vowel have the single tone, e.g. ['sko':rem] *skorem* 'shoe lace,' ['si':ren] *skirenn* 'skiing competition,' ['bo':åpjø(:)r] *booppgjør* 'settlement of the accounts of the estate of a deceased or bankrupt person,' ['nu':ti(:)d] *nutid* 'present,' ['nu':væ(:)rənə] *nuværende* 'present (adj.),' but ['bro':bygger] *brobygger*, builder of bridges, ['frø:hand(ə)l] *frøhandel* 'seed-trade.'

(7) The names of days, which are old compounds, have the single tone even if the first element does not contain the *s* of the genitive; ['sø'nda(g), 'ma'nda(g), 'ti':sða(g), 'o'nsda(g), 'tå':sða(g), 'fre':da(g), 'lø'rða(g)] *søndag, mandag, tirsdag, onsdag, torsdag, fredag, lørdag*, 'Sunday,' etc.

(8) Some of the comparatives in [-rə] -re have the single tone in contrast to those in [-ərə] -ere which have the double, e.g. ['fæ'rrə] *færre* 'fewer,' ['y'ŋrə] *yngre* 'younger,' ['ty'ŋrə] *tyngre* 'heavier,' ['e'ldrə] *eldre* 'older, elder,' ['be':drə] *bedre* 'better,' ['mi'ndrə] *mindre* 'lesser,' ['fle':rə] *flere* 'more, several,' ['me':rə] *mere* 'more,' ['væ'rrə] *verre* 'worse,' but ['ba':krə] *bakre* 'hinder, rear' and all the other comparatives in [-rə] -re indicating a position, except ['høy'rə, 've'nstrə] *høyre, venstre* 'right, left.' (See page 110.)

(9) The superlatives in -st have also the single tone, e.g. ['pe':nəst] *penest* 'prettiest,' ['y'ttəst] *ytterst* 'most to the front.' The inflected form, however, gets the double tone, e.g. [den 'pe':nəstə] *den peneste* 'the prettiest.'

Exceptions to this rule are most of the adjectives in [-li] -lig, those formed with other heavy suffixes like [-såm] -som and [-nem] -nem or compound adjectives, when they are stressed on the initial syllable, e.g. ['la'ŋsåmst] *langsomst*

'slowest,' ['tu`nnemst] *tungnemst* 'dullest, most slow-witted,' ['fa`gmessist] *fagmessigst* 'most professional,' ^② ['fu`lkom-nest] *fullkomnest* 'most perfect,' ['ta`lri(:)køst] *tallrikest* 'most numerous,' but [u'mu':list] *umuligst* 'most impossible,' [åp'mærksåmst] *oppmerksomst* 'most attentive.'

(10) Numerals composed with [-ti] -ti 'ten' have the single tone, e.g. ['fe`mti] *femti* 'fifty,' ['å`tti] *åtti* 'eighty,' etc., and also the numeral ['tu`:sn] *tusen* 'thousand' has this tone, but the other formations indicating a multiple of ten have the double tone, e.g. ['ty`ve, 'çu`æ, 'træ`(:)dvæ or 'tre`dvæ, 'hu`ndræ] *tyve, tjue, tredve, hundre* 'twenty, thirty, hundred.'

Compounds consisting of a monosyllabic numeral and the word [-tal] -tall 'number' have the single tone, e.g. ['e`ntal] *entall* 'singular,' ['tre`tal] *tretall* 'the number three,' and the same is the case with ['fle`rtal, 'fle`rtal] *flertall* 'plural' and so have compounds with [nul] *null* 'zero,' e.g. ['nu`lpunkt] *nullpunkt* 'zero point,' ['nu`llinje] *null-linje* 'datum line.' Compare on the other hand ['fi`retal] *firetall* 'the number four,' ['to`tåppet] *totoppet* 'having two summits.'

(11) Certain prepositions, adverbs and conjunctions of more than one syllable or composed of two different elements with the stress on the first syllable, have the single tone, e.g. ['je`nnåm, 'je`nnæm] *gjennom* 'through,' ['me`llåm, 'me`llæm] *mellom* 'between,' ['få`rran] *foran* 'in front of,' ['ne`dåver] *nedover* 'downwards,' ['å`påver] *oppover* 'upwards,' ['u`nnær] *under* 'under, below,' ['e`llær] *eller* 'or,' ['e`lløs] *ellers* 'otherwise,' ['vo`rfår] *hvorfor* 'why,' ['vo`rdan] *hordan* 'how,' ['de`ssto] *desto* 'the more,' ['de`su(:)tn] *dessuten* 'besides, moreover.'

(12) In verbal compounds with a monosyllabic preposition or adverb as first element the single tone is used, thus in the formations with ['a`n-] *an-*, ['a`v-] *av-*, ['bo`t-] *bort-*, ['fra`-] *fra-*, ['fre`m-] *frem-*, *fram-*, ['he`n-] *hen-*, ['i`-] *i-*, ['i`n-] *inn-*, ['me`d-] *med-*, ['ne`d-] *ned-*, ['å`m-] *om-*, ['å`p-] *opp-*, ['på`-] *på-*, ['ti`l-] *til-*, [ve`d-] *ved-*, whereas

^② But a compound with the first element ending in the *s* of the genitive follows the rule laid down under 4. ['ti`tsmessist] *tidsmessigst* 'most modern.'

compounds with a dissyllabic preposition or adverb have the double tone, thus those in ['e'ftər-, 'e'ttər-] *etter-*, *etter*, ['få:re-] *fore*, ['i'nnə-] *inne*-, ['å'ver-] *over*-, ['u'nnər-] *under*- and also ['få'rran-] *foran*-, e.g. ['få'rranstalte] *foranstalte* 'to arrange,' ['få'rranle(:)diə] *foranledige* 'give rise to.'¹

The corresponding nouns (but not the verbal nouns in *-(n)inj*] *-(n)ing* or *-else*] *-else* have the double tone, e.g. ['áp'dra] *oppdra*, but ['å'pdra(:)g] *oppdrag* 'task,' ['ti'lta(:)] *tilta* 'grow, increase,' but ['ti'lta(:)k] *tiltak* 'effort.'

The verbs formed with [bi:-] *bi-* 'at the side of' have the double tone, e.g. ['bi':stá(:)] *bistå* 'to aid, assist,' but nouns formed with this element have the single, e.g. ['bi':begre(:)p] *bibegrep* 'implied or secondary notion.'

Verbal nouns corresponding to the verbs, however, follow the verb, e.g. [bi':stan] *bistand* 'aid, help.'

(13) Most dissyllabic or polysyllabic words of foreign origin borrowed in the late Old Norse period or later have usually the single tone, e.g. ['fa':bəl] *fabel* 'fable,' [øudi'to':rium] *auditorium* 'lecture room, audience,' [fi'na'nser] *finanser* 'finances,' ['å':verål] *overall* 'overall,' [ma'ʃe':rə] *marsjere* 'to march,' [publi'se':rə] *publisere* 'to publish.'

The simple verbs in [-e] *-e*, however, have always the double tone whatever their origin, e.g. ['dri'błə] *dribble* 'to dribble (in football).'

There are quite a number of exceptions to the general rule. Some words stressed on the penultimate syllable have the double tone, e.g. [peri'o:də] *periode* 'period,' [pa'go:də] *pagode* 'pagode,' and other words in [-o:də], [selu'lō:sə] *cellulose*, 'cellulose,' [par'fy:mə] *parfyme* 'perfume,' [memo'ra'ndum] *memorandum* 'memorandum,' [pro-pa'ga'nda] *propaganda* 'propaganda,'² [sal'vi:e] *salvie* 'sage,' [dåk'tri:nə] *doktrine* 'doctrin.'

Other exceptions are certain grammatical terms of Latin origin stressed on the initial syllable: ['su:pstantiv] *sub-*

¹ But when [fårran-] *foran*- is the preposition meaning 'before, in front of,' the single tone is used, e.g. ['få'rranstāende] *foranstående* 'standing in front, above.'

² Also [propa'ga'ndal].

stantiv, ['a`djektiv] *adjektiv* and the following words for cases which may have both tones: ['a`blativ, 'da`ːtiv, 'ge`nitiv], also ['a`blativ] etc.

The use of the single tone in these particular cases is considered a definite vulgarism.

(14) Names of foreign countries and the corresponding adjectives have the single tone, e.g. ['eŋlan] 'England,' ['eŋnəlsk] *engelsk* 'English,' ['svæːrjø] *Sverige* 'Sweden,' ['iːslan] *Island* 'Iceland,' but ['daːnmark] *Danmark* 'Denmark,' ['fæːrøyənə] *Færøyene* 'The Faroe Islands.'

(15) Dissyllabic names of persons ending in [-sən, -sn] -sen or [-sān] -son have the single tone, e.g. ['oːlsn] *Olsen*, ['niːlsn] *Nilsen*.^① When the name combined with [-sən, -sn] contains two or more syllables it has the double tone if it is not of foreign origin, e.g. ['eːriksn] *Eriksen*, ['håːkonsn] *Håkensen*, but ['freːdriksn] *Fredriksen*, ['joːsefsn] *JosefSEN*.

Other names which are of a foreign type or are not identical with well known place names have usually the single tone, e.g. ['deːdikən] *Dedichen*, ['røːgler] *Røgler* ['kåːvvad] *Coward*, ['fleiːsər] *Fleischer*.

Often personal names identical with place names or well known words are given the single tone to distinguish them as proper names, e.g. ['myːrər] *Myrer* (a place name meaning 'swamps'), ['møllər] *Møller*, but ['møllər] 'miller.'

Foreign dissyllabic names ending in [-ə] -e have usually the double tone, e.g. ['daːntə] *Dante*, ['gøːtə] *Goethe*. The use of the single tone in these cases is considered a vulgarism.

The Double Tone

(1) The double tone is regular in words of two or more syllables except in the cases mentioned above, e.g. ['kåːnŋə] *konge* 'king,' ['kviːnnə] *kvinne* 'woman,' ['fremːməd] *fremmed* 'foreign, strange,' ['deːre] *dere* 'you (pl.),' ['skriːvə] *skrive* 'write.'

There is a regular alternation between the single and the double tones when a monosyllabic noun or adjective gets a syllable added when this syllable is not the suffixed

^① But ['Niːssn] *Nissen*.

definite article, e.g. [hest] *hest* 'horse,' ['hēstər] *hester* 'horses,' [ri:k] *rik* 'rich,' ['ri`:kin] *riking* 'rich man (colloquial term).' Thus, for instance, also in fixed expressions containing petrified datives or genitives, e.g. [fra'bo`:rə] *fra bordé* 'from alongside,' [di' jik man a 'hu`:sə] *de gikk mann av huse* 'every one went (left the house)'.

(2) It is also found regularly in compounds which do not come under the rules given above for the use of the single tone in compounds, e.g. ['hu`:sman] *husmann* 'small tenant (under a freeholder), cottager,' ['sto`:r̥tin] *Storting* 'the Norwegian parliament,' ['go`:ta(:)] *godta* 'approve of, acknowledge.'

(3) Compounds consisting of foreign word with the double tone as first element usually retain the tone of this word, e.g. ['se`lleveg] *cellevegg* 'wall of a cell,' cf. ['se`lle] *celle*.

(4) Compounds consisting of a monosyllabic word of foreign origin as first element get the single tone, e.g. ['se`kbo(:)k] *sjekkbok* 'cheque book,' ['se`fredaktø(:)r] *sjefredaktør* 'chief editor,' ['pe`stbefent] *pestbefengt* 'infected with the plague.'

(5) Foreign words of two or more syllables which in educated speech have the stress on a non-initial syllable get when in vulgar speech they are stressed on the first syllable the double tone, e.g. ['ho`tt(ə)l], ['ge`nnəra(:)l], ['ge`ograf] as against [ho'tel], [gene'ra:l], [geo'gra:f].

THE SENTENCE

In the ordinary spoken language of the South-East there are a number of contractions and assimilations which cause difficulties to the beginner. The most important contractions take place in connexion with the negation ['i`kkə] *ikke* 'not.' When this word is unstressed it is usually abbreviated to [əkə] or [kə] and joined to the preceding word, e.g. [jei 'fi`nnər(ə)kə 'fram] 'I shall not find my way.'

When the negation follows the present of the verbs ['vi`llə, 'ku`nnə, 'sku`llə, 'væ`:rə, 'må`ttə, 'to`:rə, 'bu`rdə] *ville, kunne, skulle, være, måtte, tore, burde*, the [kə] is joined to the present and the final consonant of the verb is assimilated to the [k], e.g. [je(i) vi`kkə] *jeg vil ikke*, in slow

speech [jei 'vi'likə]. In the same way: [je(i)'ka'ŋkə] *jeg kan ikke* 'I cannot,' [je(i)'ska'kkə] *jeg skal ikke* 'I shall not,' [je(i)'æ'kkə] or ['æ'rke] *jeg er ikke* 'I am not,' [je(i)'må'kkə] *jeg må ikke* 'I must not,' [je(i)'tø'rke] or ['tø'kkə] *jeg tør ikke* 'I dare not,' [je(i)'bø'rke] or ['bø'kkə] 'I ought not.' In the past the following contractions are current ['vi'kkə] *ville ikke*, ['ku'ŋkə] *kunne ikke*, ['sku'kkə] *skulle ikke*, ['va'kkə] *var ikke*.

Other monosyllabic present forms are often assimilated in the same way, e.g. [je(i)'tro'kke'de:] *jeg tror ikke det* 'I don't believe that,' [je(i)'få'kkə'fre:] *jeg får ikke fred* 'I am never left in peace.'

The pronouns [han, ham] *han, ham* 'he,' [den] *den* 'it' (masc.) are often reduced to [n], e.g. ['så du n?] *så du ham* or *den* 'did you see him, it?'

The pronoun [de:] *det* 'it' is usually reduced to [d] before a vowel, e.g. ['dæ'kkə 'mu':li] *det er ikke mulig* 'it is not possible,' ['ji'kdikkə?] *gikk det ikke?* 'did it not go ?, could it not be arranged ?'

A final [r] of a word usually affects an initial dental of the following word when the two words are closely grouped together in the same way as in the interior of the word, e.g. [æ'r də 'sant?] *er det sant?* 'is it true ?' [får 'sto:r] *for stor* 'too big,' [væs'jå 'snil] *vær så snill* 'please,' [væs'sø 'go:] 'væs'go] *vær så god* 'you are served, please,' [di 'fø'ller'tet 'på ås] *de følger tett på oss* 'they are following close behind us'.

Unstressed words lose the tone-differences but the same tones occur in the words of the sentence when they are stressed as when they are pronounced alone with the exceptions of such contractions as those mentioned above. An ordinary statement is pronounced with a gradual sinking of the pitch of the voice through the whole sentence whereas a gradual rising of the pitch denotes a question.

The Pronunciation of the Norwegian Letters Vowels

a, i, y, ø, å are pronounced [a], [i], [y], [ø], [å].

aa was before the orthographic reform of 1907 used where one at present has *å*. *aa* is still common in proper

names, e.g. *Aasmund, Haakonsen*. It is always used in place-names on official maps.^①

i was before 1938 used in the pronominal forms *meg, deg, seg*. It was also written in *firti* ‘forty’ where the present orthography has *førti* in accordance with the pronunciation ['føːrti], ['føːt̪ti].

In *sytten* ‘seventeen’ and *sytti* ‘seventy’ *y* is usually pronounced [ø] ; ['søːttən], ['søːttn], ['søːtti].

y was in the earlier orthographies used besides *i* in the numeral for ‘forty’ (see above).

e

This letter is pronounced either [e], [æ] or [ə].

[e] is the usual pronunciation in stressed syllables.

When it is short and comes in a stressed syllable before *r* it is pronounced [æ], e.g. *verre* ['væːrrə] ‘worse,’ *kjerre* ['çæːrrə] cart,’ *herre* ['hæːrrə] ‘gentleman,’ *ergre* ['æːrgrə] ‘to irritate.’

When *e* stands before *r* and a dental it is pronounced [æ], long or short (cf. above), e.g. *ert* [æ:t̪], [æ:r̪t̪] ‘pea,’ *hjerne* ['jæː:nə] ['jæː:r̪:nə] ‘brain,’ *herlig* ['hæː:li] ['hæː:r̪li] ‘glorious, grand,’

In certain words written *e* is pronounced [æ:] before a single *r*, e.g. *er* [æ:r] ‘is,’ *her* [hæ:r] ‘here,’ *der* [dæ:r] ‘there,’ but *ser* [se:r] ‘sees,’ *ner* [ne:r] ‘down,’ besides *ned*, etc.

In unstressed syllables following upon a stressed syllable *e* is pronounced [ə] ; before the stress [e] or [ə] is the rule (cf. above, page 18).

Before the “thick” *l* [l̪] of the familiar and popular language *e* is pronounced [æ], e.g. *belje* ['bæːljə] ‘to squall.’

In the pronouns *De* ‘you,’ *de* ‘they,’ *e* is pronounced i: [di:].

In French loanwords *e* before *n* and a consonant is pronounced *a*, e.g. *engasjere* [anga'se:r̪e] ‘to engage,’ *presentre* [presan'te:r̪e] ‘to present, to introduce.’

^①For technical reasons as å often cannot be distinguished from a on the maps.

This letter is pronounced either [o] or [å].

[o] is the most usual pronunciation when the vowel is long, according to the rules of quantity.

Examples; *bo* [bo:] 'to dwell, reside,' *skole* ['sko:lə] 'school,' *kanon* [ka'no:n] 'gun,' *diplom* [di'plo:m] 'diploma,' *filosof* [filo'so:f] 'philosopher.'

Exceptions are words in which the long vowel comes before *v* or *g*, e.g. *lov* [lå:v] 'law,' *over* ['å:vər] 'over,' *sove* ['så:və] 'to sleep,' *tog* [tå:g] 'train,' *svøger* ['svå:gər] 'brother in law,' *alkove* [al'kå:və] 'alcove,' *rov* [rå:v] 'prey, spoil.' But in many cases also [o:] is found; *skog* [sko:g] 'wood, forest,' *snog* [sno:g] '(ring) snake,' *bog* [bo:g] 'shoulder (of an animal),' *plog* [plo:g] 'plough,' *hov* [ho:v] 'horse-hoof,' *hoved-* ['ho:vəd] 'chief-,' *klov* [klo:v] 'hoof.'

When the long *o* of an inflected form is shortened before a consonant group (see above, page 15), it retains its quality, e.g. *soppte* ['so:pə], past tense of *sope* ['so:pə] 'to broom, to clear,' *kokte* ['ko:kətə] 'cooked' (from *koke*).

When a stressed *o*, is short according to the rules of quantity, it is usually pronounced [o] before *-rt*, *-nd*, *-m*, *-st*, e.g. *bort* [bot] 'away,' *sort* [sot] 'black,'² *fort* [fot] 'quick, rapid,' *lomme* ['lo:mmə] 'pocket,' *bomme* ['bo:mmə] 'to miss,'³ *gomme* ['go:mmə] 'gum,' *kost* [kost] 'broom, besom,'⁴ *ost* [ost] 'cheese,' *epleost* ['e:pləmost] 'cider.'

Before other consonants the short *o* is pronounced [å] e.g. *vokse* ['vå:ksə] 'to grow,' *okse* ['å:ksə] 'ox,' (locally ['o:ksə]), *sopp* [såp] 'mushroom,' *opp* [åp] 'up' (locally [op]), *kobbe* ['kå:bbə] 'seal,' *kropp* [krå:p] 'body,' *rogn* [råjn] 'roan,' *sommer* ['så:mmər] 'summer,' *stolpe* ['stå:lpə] 'post.'

In syllables preceding the stress [o] is the rule if the syllable is open, [å] if it is closed, e.g. *filosofi* [filoso'fi:] 'philosophy,' *politikk* [poli'tik] 'politics,' *ortografi* [å'togra'fi:]

¹ [filo'såf] is also heard.

² But *sort* [såt] 'sort, kind,' *kort* [kå:t] 'short.'

³ But *komme* ['kå:mmə] 'to come,' *somme* ['så:mmə], plural, some.

⁴ But *kost* [kåst] 'board, food,' *post* [påst] 'post, mail.'

'orthography,' *kommandere* [koman'de:rə] 'to command,' but: *konflikt* [kán'flikt] 'conflict,' *kompliment* [kámpli'man] compliment.'

In an unstressed syllable following the stressed one the rule is [o], e.g. *rektor* ['rektor] 'headmaster (of a secondary school), "rector," principal of a university,' *professor* [pro'fe:ssor] 'professor,' *konto* ['ká'nto] 'account.'

The *o* in the last syllable of the prepositions *gjennom* and *mellom* was written *e* before 1938. The pronunciation is ['je:nñám] or ['je:nñem] and ['me:lám] or ['me:lém].

u

This vowel is pronounced [u] or [o].

[u] is the usual pronunciation and is the rule when the vowel is long according to the rules of quantity or when it is unstressed.

Examples; *pute* ['pu:tə] 'cushion,' *gul* [gu:l] 'yellow,' *uvær* ['u:væ(:)r] 'rough weather, stormy and rainy weather,' *umulig* [u'mu':li] 'impossible,' *furu* ['fu'rru] 'pine.'

When the vowel is short in a stressed syllable it is usually pronounced [o] before *k* and a consonant, *nk*, *ng*, *m* and *f*, in other cases [u].

Examples: *bukk* [bok] 'he-goat,' *bukse* ['bo:kse] 'trousers', *bukt* [bokt] 'bend, curve,' *lukt* [lokt] 'smell,' *lunken* ['lo:nkən] 'tepid, luke-warm,' *munk* [monk] 'monk,' *sunget* ['so:njət] 'sung' (past pt.), *ung* [on] 'young,' *dum* [dom] 'stupid,' *kum* [kom] 'bowl, basin,' *muffe* ['mo:ffə] 'muff,' *skuff* [skof] 'drawer.'

There are, however, a certain number of exceptions to this rule, mostly words of foreign origin, e.g. *triumf* [tri'umf] 'triumph,' *frukt* [frukt] 'fruit,' *punktum* ['pu:nktum] 'full stop,' *punkt* [punkt] 'point, dot' ([o] is also heard in these two words), *puffe* ['pu:ffə] 'to push,' *puff* [puf] 'box-ottoman, divan,' *ruff* [ruf] 'forecastle.'

[u] for [o] may sometimes be used in words written with [u] in order to obtain a joking or ironical *nuance*, e.g. in *dum* for *dom*.

u was before 1938 written for the present [o] in *rom* [rom] 'room.'

œ

This vowel is pronounced either [æ] or [e].

When it is long according to the rules of quantity it is pronounced [æ] before *r*, e.g. *bære* ['bæ:rə] 'to carry, to bear,' *nær* [næ:r] 'near.'

In other cases it is pronounced [e] when it is long. œ is written mostly in words which are related to words with *å*, e.g. *sæd* [se:d] 'seeds' (cf. *så* 'to sow'), *væske* ['ve:ske] 'moisture' (cf. *våt* 'wet'), *forræder* [få're:dər] 'traitor' (cf. *forråde* 'to betray'), *væpne* ['ve:pne] 'to arm' (cf. *våpen* 'arms').

It is written also before an *l* which in the familiar or popular language is pronounced [ł]. In this case the ordinary pronunciation is [e] + [ł], the familiar or popular [æ] + [ł], e.g. *fæl* [fe:l] or [fæ:ł] 'terrible, bad,' *hæl* [he:l] or [hæ:ł], *sæl* [se:l] or [sæ:ł] 'happy, blessed.'

When it is short it is pronounced [æ] before *r* and a consonant. œ is written mainly in words or forms which are related to words with a long œ, e.g. *vært* [væ:t] past part of *være* 'to be,' *nærme seg* ['næ:r'me sei] 'to approach' (cf. *nær*).

When a short œ is found in other cases it is pronounced [e], e.g. *ætt* [et] 'family, *sælde* ['se:lde] 'to sift (meal).'

The present orthographical distribution of *e* and œ was introduced in 1917. Before that reform œ was written in very many cases where *e* is the rule now. The reform of 1938 replaced a few more œ's by *e*, e.g. *tvette* 'to wash' for earlier *tvætte*.

Diphthongs

ei, *øy* and *ai* are pronounced [ei], [øy] and [ai].

Before the reform of 1938 *øi* was written instead of the present *øy*.

oi is usually pronounced [ai]; an exception is the interjecting *hoi!* [hoi] 'ho!' and the derived verb *hoie*.

Before 1907 some people, among them Ibsen, wrote *j* in diphthongs ending in *i*, e.g. *nej—nei* 'no.'^①

The French diphthongs [wa] and [we] written *oi* is in words which have been completely assimilated now written

^① According to the principles of the so-called "Scandinavian orthography," an attempt from the 1860's to approximate the orthographies of the three Scandinavian languages to one another.

oa and *oe* and pronounced as separate vowels forming two different syllables, e.g. *toalett* [toa'let] 'toilet,' *poeng* [po'en] 'point.' In words which have still the character of foreign words the French orthography has been retained but the pronunciation is the same as in the first case.

The English diphthongs *oy* and *ai* are pronounced [ai] and [ei], e.g. *cowboy* ['kå'vbai] and *cocktail* ['kå'kteil].

au and *eu* are pronounced [øu], e.g. *haug* [høu] 'mound, hill,' *Europa* [øu'rø':pa] 'Europe.'

Since 1917 and 1938 many diphthongs have taken the place of simple vowels, e.g. *stein* for *sten* 'stone,' *bein* besides *ben* 'bone,' *øy* for *ø* 'island,' *støyt* besides *støt* 'push, thrust,' *røyk* besides *røk* 'smoke.'

Consonants

Generalities about the Stops

The normal pronunciation of the stops *b*, *d*, *g*, *p*, *t*, *k* is [b], [d], [g], [p], [t], [k]. Before 1907, however, *b*, *d*, *g* were written in very many cases between vowels and finally after vowels where [p], [t], [k] were pronounced. Owing to the influence of the written word many literary forms were pronounced with a voiced stop, whereas the corresponding non-literary forms had the voiceless. In 1907 the voiced stop was usually retained where it corresponded to the spoken language and thus many doublets arose, e.g. *flytende* 'liquid': *flydende* 'fluent,' *kjøt* 'meat': *kjød* 'flesh,' *vite* 'to know': *videnskap* 'science (and learning).' In course of time such doublets tended to disappear from the spoken language, and in 1917 and 1938 their number was considerably reduced. There are still a few left, e.g. *kjøtt* [çø:t] 'meat'; *kjød* [çø:d] 'flesh,' *kjødetig* ['çø:dəli] 'carnal,' *modig* ['mo`di] 'courageous,' *mot* [mo:t] 'courage,' *nydelig* ['ny`dəli] 'enjoyable, pretty,' *nyte* [ny`te] 'to enjoy.'

The older generation still use the voiced stop in many of these cases where the young have the voiceless, e.g. in *vitenskap*, *forbryter* 'criminal,' *nytelse* 'enjoyment,' *overflatisk* 'superficial,' *dåp* 'baptism,' *skapning* 'creature.'

In south-western Norway the voiceless stops have become voiced when they occur between vowels or finally

after vowels (corresponding to the orthographic rules before 1907). Speakers of *Riksmål* from these regions very often use the voiced stops in this case.

b

b is pronounced [p] before [s] when the preceding vowel is short, e.g. in the foreign prefixes *ab-* aud *ob*; *absolutt* [apso'lut] ‘absolute,’ *obstruksjon* [åpstruk'sjɔ:n] ‘obstruction.’

Before the *t* of the past tense both [b] (usually voiceless) and [p] are heard, e.g. *klebte* ['kle:bte] and ['kle:p̥te] from *klebe* ‘to stich,’ *strebte* ['stre:bte] and ['stre:p̥te] from *strebte* ‘to seek, to attempt.’

Since 1938 *skip* is the rule for earlier *skib*, but the pronunciation [fi:b] is still common, except when the *b* comes before the *s* of the genitive. In compounds before *b skib* is still the rule: *skibbrudd* ‘shipwreck.’

c

This letter is used only in foreign words. It is pronounced [s] before the front vowels (*i, e*, etc.) and [k] in other cases, e.g. *celle* ['se:lle] ‘cell,’ *cirka* ['si'rka] ‘circa,’ *camping* ['ka'mpiŋ] or ['kæ'mpiŋ].

ch in French and English words is pronounced [ʃ], e.g. *charmant* ['ʃar'mant] ‘charming,’ *champion* ['ʃa'mpiən] ‘champion.’

In Italian words it is pronounced [k], e.g. *scherzo* ['skæ'rtso], *chianti* [ki'a'nti].

ch in the German loanword *nachspiel* ‘sequel’ and in German names is pronounced either [k] or as in German.

In most loanwords which have gained a foothold in the language, *s, k* or *sj*, are now written in accordance with the pronunciation.

d

Before *s* and following upon a short vowel the *d* is:

(a) pronounced [t]: *fødsel* ['fø'tsl] ‘birth,’ *redsel* ['re'tsl] ‘fear,’ *Guds guts* (and also [gu:ds] from [gu:d] ‘God’).

(b) Assimilated to the *s*: *øsel* ['ø'ssl] 'prodigal, wasteful,' *elst* [elst] 'oldest,' *nisk* [nisk] 'envious.'

Before 1917 such a silent *d* was written in many cases before *s* after a short vowel and in some cases also after a long, e.g. *bedst*, now *best* 'best,' *gridsk*, now *grisk* 'greedy,' *plads*, now *plass* 'place, square,' *lods*, now *los* 'pilot.'

Before *t* and after a short vowel the *d* is assimilated, e.g. *midte* ['mi'ttə] 'middle,' *godt* [gå:t] n. av. *god* 'good,' *budt* [but] past pt. of *by* 'to offer.'

Before 1917 many silent *d*'s were written, e.g. *skridt*, now *skritt* 'step,' *ridt* now *ritt* 'ride.'

Finally, after a long (stressed) vowel *d* is usually silent, e.g. *god* [go:] 'good,' *rød* [rø:] 'red,' *glad* [gla:] 'glad.'

In literary or solemn words the *d* is, however, sounded in this case (and it may also be sounded in most words when the speaker wants to speak solemnly or to give his language a literary character), e.g. *vred* [vre:d] 'angry,' *Gud* [gu:d] 'God.' Some ordinary words also have the *d* pronounced: *lyd* [ly:d] 'sound,' *bud* [bu:d] 'message, messenger.'

In this way many doublets have arisen, e.g.

blod [blo:] 'blood'; *blodets bånd* ['blo':dəts 'bān] 'the ties of blood.'

død [dø:] 'dead'; *død* [dø:d] 'death.'

råd [rå:] 'means, expedient': *råd* [rå:d] 'advice.'

tid [ti:] 'time' in colloquial expressions and in *alltid* ['a'lти] 'always,' in other cases *tid* [ti:d] 'time.'

The older generations usually pronounce more of these *d*'s than the younger.

d is silent after *r* when the preceding vowel is long, e.g. *bord* [bo:r] 'table,' *jord* [jo:r] 'earth,' *gjerde* ['jæ':rə] 'fence,' *fjord* [fjo:r] 'fjord,' *nord* [no:r] 'north' (but *ferd* [fær:d] 'voyage,' *mord* [mord] or [mod] 'murder,' etc.).

d is assimilated after *l* and *n*, e.g. *sende* ['se'nnə] 'to send,' *vende* ['ve'nnə] 'to turn,' *rund* [run] 'round,' *sund* [sun] 'a sound,' *bonde* ['bo'nnə] 'farmer,' *kald* (or *kold*) [kal] (or [kål]) 'cold,' *ild* [il] 'fire,' *blande* ['bla'nnə] 'to mix.'

People from certain parts of the west often sound this *d*.

Before 1917 *d* was written, in accordance with the Danish orthographical tradition, where now *nn* and *ll* are the rule, e.g. *fjeld*, now *fjell* 'mountain,' *brænde*, now *brenne* 'to burn,' etc.

There are a certain number of exceptions from the rule mentioned above.

Before *r* the *d* is usually pronounced, e.g. *skildre* ['sɪldrə] 'to describe, to picture,' *undre seg* ['u'ndrə sei] 'to wonder,' also before *-er* when this has developed out of an earlier *r*, e.g. *alder* ['a ldər] 'age,' *skulder* ['sku ldər] 'shoulder,' *bulder* ['bu ldər] 'big noise,' *andre* ['a ndrə] 'others,' *vandre* ['va ndrə] 'to wander.' Also in the group *ndl* *handle* ['ha ndlə] 'to act' and 'to deal,' *handel* ['ha ndl] 'deal, commerce.'

In some literary or originally literary or foreign words the *d* is sounded, e.g. *elde* ['e lde] 'age' (but *eldgammel* ['e lgammel] 'very old'), *velde* ['ve ldə] 'power,' *kjelde* (or *kilde* ['çe ldə] or ['çi ldə] 'fountain,' *kunde* ['ku ndə] 'customer.'

d is also pronounced in many words before a derivative ending beginning in a vowel,^① e.g. *endelig* ['e ndeli] 'final' (but *ende* ['e nnə] 'end'), *olding* ['å ldin] '(very) old man,' cf. also cases like *heldig* ['he ldi] 'fortunate' (but *hell* [hel] 'fortune,' earlier spelling *held*).

The orthographical reform of 1938 introduced *ll* or *nn* in some derivative words where most people still pronounce *ld* or *nd*, e.g. *toller* 'custom officer,' cf. *toll* 'customs,' *gylden* 'golden,' cf. *gull* 'gold,' *sannelig* 'truly,' cf. *sann* 'true.'

In *bilde* ['bi ldə] (for earlier *billedes*) 'image,' the *d* is always sounded.

f

f is pronounced [f].

It is usually silent in *tylft* [tylt] 'dozen.'

Before 1907 the preposition *av-* [a:v], in rapid speech [a], was written *aj*.

g

The normal pronunciation of *g* is [g].

Before *i* and *y* of a stressed syllable *g* has the value [j], e.g. *gi* [ji:] 'to give,' *begynne* [be'jy nnə] 'to begin.'

^①Sometimes also before the *-er* if the plural, e.g. *ånder* ['å ndər] 'ghosts,' but *ånd* [ån], singular.

[g] may, however, be used as a refined pronunciation, e.g. *gylden* ['gȳldn] or ['jȳlln] 'golden,' *gissel* ['gīssl] or ['jīssl] 'hostage,' and it is the rule in loanwords when the language of the origin has this sound, e.g. *logikk* [lo'gik] 'logics,' *girkasse* ['gī:rkassə] 'gear-box.'^①

Before the *e*, *æ* or *ø* of a stressed syllable *gj* is written to indicate the pronunciation [j], whereas *g* is used when [g] is pronounced, e.g. *gjest* [jest] 'guest,' *gjerde* ['jǣ:rə] 'fence,' but *genser* ['gēnsər] 'Guernsey shirt,' *genitiv* ['gē:nitiv] 'genitive,' *gjø* [jø:] 'to bark,' *gjær* [jǣ:r] 'yeast,' but *gøy* [gøy] 'amusement, fun,' *gælisk* ['gē:lisk] 'gaelic.'

People who used the so-called "Scandinavian orthography,"^② e.g. Ibsen, wrote *g*, not *gj*, in all these cases.

When *g* is to be pronounced [j] before any other vowel it is written *gj*, e.g. *gjalle* ['jāllə] 'to ring, to resound,' *gjorde* ['jō:rə] 'made' (past tense of *gjøre*).

-eg in the pronouns *jeg*, *meg*, *deg*, *seg*,^③ and before *l* and *n*, is pronounced [ei], e.g. *regn* [rein] 'rain,' *negl* [neil] 'nail.' -øg coming before the same consonants is pronounced [øy], e.g. *døgn* [døyn] 'day and night, twenty-four hours.'

g is pronounced [k] after a preceding short vowel before an inflectional *t* or *s*, e.g. *slagsmål* ['ʃlāksmå(:)l] 'fight, brawl,' *krigserklæring* ['krīksærklæ(:)rin] 'declaration of war,' *lagt* [lakt], past pt. of *legge* 'to lay,' *stygt* [stykt] n. of *stygg* 'ugly.'

Before 1917 [kt] belonging to the stem of the word was usually written *gt*, e.g. *rust*, now *frukt* 'fruit.'

In French loanwords *g* before *e* and *i* is pronounced [ʃ]; in most English loanwords it is sounded [ʃ] or [dʒ], e.g. *gentil* [ʃan'ti:l] 'gentle,' *gigolo* [ʃigo'lo:] 'gigolo,' *gin* [ʃin] or [dʒin] 'gin,' *gentleman* ['(d)ʃe'ntlmen] 'man of honour.'^④

The orthographical reforms of 1917 and 1938 replaced the *g* of many of these loanwords by *sj*.

^① It is also pronounced [g] in *gid* [gi:d], an exclamation expressing surprise (the same word as *Gud* 'God') and usually in *gidde* ['gi:ddə] 'have a mind to, feel inclined to.'

^② See p. 46.

^③ See Grammar.

^④ A final *n* of the first part of a compound retains its usual pronunciation before a *g*, e.g. *angrep* ['āngre(:)p] 'attach,' *anklage* ['ānkla(:)gə] 'to accuse.'

g is not pronounced

(a) in the adjectives and adverbs ending in *-ig* or *-lig*, e.g. *stadig* ['sta:dɪ] 'constant, continuous,' *rolig* ['ro:li] 'quiet.' It is also silent in the inflected form, e.g. *rolige* ['ro:liə].

(b) finally after the diphthongs *ei* and *au*, e.g. *deig* [dei] 'dough,' *haug* [høu] 'mound.' It is also silent when the plural *-er* is added.

(c) in the conjunction *og* [å] 'and.' When stressed the [g] is often sounded: [å:g]. In careless speech this [g] may also be heard after the å preceding the infinitive.

(d) finally in the names of the week-days, e.g. *søndag* ['sø:nda] 'Sunday,' etc. In familiar and popular speech the *g* is also dropped in other compounds containing this word as second term and in the simple word *dag* 'day.'

(e) in *fugl* [fu:l] 'bird' (and formerly also in *kugle* 'ball,' now written *kule* ['ku:lə]).

(d) in *følge* 'to follow' and *følge*, n. 'company, companions,' both pronounced ['fø:lə], *selge* ['se:lə] 'to sell.' But the *g* is sounded in *følge*, c. 'consequence,' in compounds with *følge-*, in *følgende* ['fø:lgənə] 'following' and in *selger* ['se:lger] 'salesman.'

(e) in *morgen* ['må:ən], ['må:rən] 'morrow,' *i morges* [i'må:rrəs] 'this morning.'

Formerly *rg* was written for the present *rr* in *spørre* ['spø:rre]) 'to ask,' and the *g* may still be heard in *spørgende* ['spø:rgənə] (and ['spø:rrənə]), 'inquiring' and in compounds.

h

before vowels *h* is sounded [h].

h is silent before *j* and *v*, e.g. *hjul* [ju:l] 'wheel,' *hjelp* [jelp] 'help,' *hvem* [vem] 'who,' *hvalp* [valp] 'whelp.'

Before 1938 *h* was written before *v* in *verv* 'task, commission,' *verve* 'to enlist to recruit.'

j

This letter is pronounced [j].

For *gj*, *kj*, etc., see *g*, *k*, etc.

In French loanwords was written where now *sj* is the rule according to the pronunciation, e.g. *prosjektil*, earlier *projektil*.

k

The normal pronunciation is [k].

kj is sounded [ç], e.g. *kjeller* ['çe'lər] 'cellar,' *kjapp* [çap] 'swift.'

Before a stressed *i* or *y*, or the diphthong *ei*, *k* is the orthographical sign of [ç], e.g. *kinn* [çin] 'cheek,' *kyss* [çys] 'a kiss,' *kyst* [çyst]¹ 'coast,' *keip* [çeip] 'rowlock.'

In a number of foreign words the pronunciation is, however, [k], e.g. *kimono* ['ki'mmono] 'kimono,' *kippers* ['ki'ppəs] 'kippers,' *kynisk* ['ky:nisk] 'cynical,' *arkiv* [ar'ki:v] 'archives.'

Both pronunciations are heard in *kilo* ['çi:lo] and ['ki:lo] 'kilogram.'

seksten 'sixteen' is sounded ['sei'stn].

l

This letter is pronounced [l].

It is silent initially before *j*, e.g. *ljom* [jo:m] 'long, resounding echo,' *ljome* ['jo:mə] 'to resound, to echo,' *ljore* ['ja:rə] 'opening in the roof of a house for the smoke to pass out,' *ljå* [jå:] 'scythe,' *Ljan* [ja:n], a suburb of Oslo.

l may in certain positions, in familiar and popular words and expressions, be pronounced [t], (see above, page 23).

Final *l* is silent in rapid speech in *skal*, *vil* (see above, page 41) and in *til* [til], [te], [tə] 'to.'

m

m is pronounced [m].

n

n is pronounced [n].

ng is sounded [ŋ]² and *gn* following upon other vowels than *e* and *ø* is pronounced [nn]³, e.g. *rang* [raŋ] 'rank,' *seng* [sen] 'bed,' *ringe* ['riŋŋə] 'to ring,' *agn* [anŋ] 'bait,' *vogn* [váŋn] 'carriage.'

¹The pronunciation [kyst] is bookish.

²In certain parts of the West the pronunciation is [ŋg].

³In the west and north this is the usual pronunciation after *e* and *ø*, e.g. [renn], [dønn], cf. above under *g*.

In some loanwords and foreign names *ng* may be pronounced [ŋg], e.g. *hangar* ['haŋgar] 'hangar,' *tangere* [taŋ'ge:rə] 'to be tangent to,' *tango* ['taŋgo] 'tango,' *Ungarn* ['uŋgan] 'Hungary.'

Before *k n* is pronounced [ŋ] (except before the initial *k* of the second part of a compound), e.g. *bank* [bank] 'bank,' *sinke* ['siŋkə] 'to delay.'

In French loanwords *n* before a consonant is pronounced [ŋ], e.g. *presentere* [presan'te:rə] 'to present, to introduce,' *fiolonsell* [fiolən'sel] 'violencello.' (Cf. also *kompliment* [kämpli'man] 'compliment,' and other nouns in -*ment*).

For *rn* see under *r*.

p

p is pronounced [p].

ph in foreign words is now written / in accordance with the pronunciation.

q

This letter is not used any more in Norwegian words or in adopted loanwords. In names and in quotations from Latin it is pronounced [kv], e.g. *Quisling* ['kvi'slin].

r

This letter is pronounced [r].

For the treatment of *r* before *l, n, s, d, t* (see above, pages 20, 22, 24.).

For *rd, rg*, see under *d, g*.

s

This letter is pronounced [s].

sj and *skj* are sounded [ʃ], e.g. *sjeldnen* ['ʃeldn] 'scarce,' *skjære* ['ʃæ:rə] 'to cut,' *skjule* ['ʃu:lə] 'to conceal.'

sk before a stressed *i* or *y* or the diphthong *ei* is pronounced [ʃp], e.g. *skip* [ʃi:p] or [ʃi:b], *skyld* [ʃyl] 'guilt,' *skeie ut* ['ʃei:e u(:)t] 'take to a dissolute life.'

Before *øy* the rule is either [sk]: *skøy* [skøy] 'fun,' *skøyter* ['skøy'er] 'rogue,' or [ʃ]: *skøyte* ['ʃøy:tə] 'skate,' *skøyte* ['ʃøy:tə] 'small smack.'

^①Cf. the pronunciation of *k* before these vowels.

sl is pronounced [sl] or [ʃl], see above, page 21.

sc in foreign words is sounded [s], e.g. *scene* ['se`ne] 'scene.'^①

sch in loanwords from German is pronounced [ʃ], e.g. *schäfer-hund* ['se`fərhun] 'German sheep-dog.'

t is pronounced [t].

tj may be pronounced either [tj] or [ç]. The first pronunciation is the rule, notably in *tjene* ['tje`nə] 'to serve' and derivatives from this word, the second in *tjern* [çæ:n] 'small lake,' *tjor* [çɔ:r] 'tether,' *tjue* ['çu`ə] 'twenty,' *tjau* [çøu] 'score,' and some others.

Locally [ç] is used in all cases.

In some Latin and French loanwords *-ti-* before a vowel is pronounced [-tsi-] and in less careful speech [-si-], e.g. *initiativ* [initsia'ti:v] 'initiative.'

The (Latin and French) abstracts in *-tion* are since 1917 written *-sjon*.

t is silent

(a) in the neuter of the suffixed article, e.g. *stedet* ['ste:də] 'the place,' *huset* ['hu:sə] 'the house.' The *t* may be heard in local speech and in bookish language. The final *t* of the pronoun *det* [de:], [də] is also silent.

(b) in some French loanwords, e.g. *dessert* [de'sæ:r] 'dessert,' *kuvert* [ku'væ:r] 'cover,' *avertissement* [avætisə'mɑŋ] 'advertisement' (but *konsert* [kɑn'sæ:t] 'concert').

For *rt* see under *r*.

v

This letter is pronounced [v].

Before an inflective *s* or *t*, and following upon a short vowel, *v* is sounded [f], e.g. *til havs* [til hafs] 'at sea,' *lovt* [lɑft], past pt. of *love* ['lå:və] 'to promise.'

v is silent finally after *l* in the words: *halv* [hal] 'half,' *tolv* [tål] 'twelve,' *selv* [sel] 'self,' *sølv* [søl] 'silver.' It is

^①*Obesch* is pronounced either [åp'ske:n] or [åp'se:n].

also silent in the inflected forms, except in the inflected form of *selv*: *selve* ['se:lve].

Before 1907 *v* was written in some verbal forms where it has now been dropped in conformity with the pronunciation, e.g. *give*, *blike*, *have*, *now* *gi*, *bli*, *ha*. In the past form of *gi* the *v* is optional — *ga* and *gav* 'gave' (pronounced [ga:]).

j is now written in conformity with the pronunciation for earlier *v* in *fiol* [fio'lɔ:l] 'violet,' *fiolett* [fio'let] 'violet' (adj.), *fiolin* [fio'li:n] 'violin,' *fiolonsell* [fio'lan'sel] 'violoncello.'

w

This letter is only found in foreign words and is pronounced [v], e.g. *week-end* ['vi:kən] 'week-end.' *wh* in English words is also sounded [v], e.g. *whisky* ['vi'ski] 'whisky.'

x

x is only found in foreign words and names and is sounded [ks], e.g. *xylograf* [ksylo'gra:f] 'xylographer.'

It was formerly used in foreign words and also individually for *ks* in native words but has now been replaced by *ks*.

z

z is used only in some foreign words. It is pronounced [s], e.g. *zoologi* [soolo'gi:] 'zoology,' *zeppeliner* [sepe'li:ner] 'zeppelin.' Where it was used in the earlier orthographic systems it has now mostly been replaced by *s*.

Double Letters

When a stressed short vowel is followed by a consonant this consonant is written double, e.g. *trygg* [tryg] 'safe, secure.'

Before the orthographic reform of 1917 it was regularly written single finally after a vowel but double between a stressed and an unstressed vowel: *tryg*, but *trygge*.

When an inflective consonant is added only one letter is the rule, e.g. *trygt* [trykt], n. of *trygg*, *trykning* ['try'knin] 'impression,' but *trykke* 'to print').¹

An exception is *fullt* [fult], n. of *full* 'full.' (*ll* is written in order to distinguish this adjective from the adjective *ful* 'foul, nasty,' n. *fult* [fu:lt]).

¹The simplification of the letters does not take place in compounds, e.g. *trykksaker* ['try'ksa(:)ker] 'printed matter.'

m is never written double at the end of a word, but only between vowels, e.g. *drøm* [drøm] 'dream,' with the suffixed article *drømmen*.

The writing of double consonants may thus help to show where the stress is to be laid, e.g. *pastell* [pa'stel] 'pastil, crayon,' but *sykkel* ['sy'kkel] 'bicycle.'

Syllabic Division

A single consonant between two vowels is brought to the second syllable, e.g. *hø-re* 'to hear.'

Of a group only the last consonant is brought to the second syllable,^① e.g. *ford-re* 'to demand.'

Compounds are divided into their elements, e.g. *inn-dra* 'call in, confiscate.'

Use of Capital Letters

Capital letters are used

(1) In the first letter of a paragraph or of a sentence which follows a full stop or a point of interrogation or exclamation which has the value of a full stop.

(2) Sometimes to begin a fresh line of poetry.

(3) For all proper nouns (but not for adjectives derived from such nouns), e.g. *England*, but *engelsk* 'English.'

(4) For the word *Gud* 'God' and other names for the deity, e.g. *Herre* 'Lord.'

(5) For the pronoun *De* 'you' (and inflected forms), and the now half obsolete *I* 'you' (but not for the inflected form *eders, eder*).

Punctuation

The same punctuation marks as in English are in use in Norwegian. The rules of punctuation are also very similar to the English ones. The semi-colon is not much used; it is mostly found in more or less academic style of writing. Commas and other marks are placed where there is a shorter

^①This rule does not follow the pronunciation, cf. above, page 25.

or longer stop in the speech. Comma is as a rule used when the subordinate clause precedes the main one.

Before 1907 the so-called "grammatical" punctuation was used, according to which all subordinate prepositions had to be separated from the principal preposition by a comma.

Accents

The acute accent is used on a final stressed *e*, e.g. *idé* 'idea,' *orkidé* 'orchid.'

The apostrophe serves to mark the genitive of a noun ending in *s*, e.g. *Hans' bror* 'the brother of Hans,' and to replace a letter which has been omitted.

The hyphen occurs in compound names, e.g. Welding-Olsen. It is also used in compounds if the first element ends in a double consonant and the second element begins with the same consonant, e.g. *opp-passør* ['å'ppassør] 'batman.' The simplification of the consonant is, however, also permitted, e.g. *oppasser*.

Part II.

GRAMMAR

THE NOUN—I

Before the last spelling reform there were only two genders in written Norwegian (as in Swedish and Danish) called "the common gender" (which comprises both the old feminine and masculine) and "the neuter gender," here abbreviated as *c.* and *n.*

All Norwegian dialects (except that of Bergen) have kept three genders, and the new Norwegian spelling reform has, therefore, found it natural to introduce three genders into the written language, since a considerable number of provincial words describing Norwegian country life and scenery had been adopted with their feminine ending.

THE ARTICLES

The different genders are shown by the articles, the definite and the indefinite article.

The Indefinite Article

Masculine	Feminine	Neuter
<i>en</i>	<i>ei</i>	<i>et</i>
Examples :		
<i>en stein</i> (a stone)	<i>ei mark</i> (a field)	<i>et dyr</i> (an animal)
<i>en hare</i> (a hare)	<i>ei høne</i> (a hen)	<i>et eple</i> (an apple)

The Definite Article

This article, in Norwegian, is suffixed to the noun, in striking contrast to most other European languages. In the masculine and neuter forms it is identical with the indefinite article.

Masculine	Feminine	Neuter
<i>stein-en</i>	<i>mark-a</i>	<i>dyr-et</i>
<i>kake-n</i>	<i>høn-a</i>	<i>eple-t</i>

Note.—In order to make matters easier for the learner the feminine indefinite article *ei* (which is optional) will not be used in this book, and the definite form in *-a* only to a very limited extent. The common gender will be used instead. Where it occurs, feminine will be abbreviated as f.

Plural

The plural endings in Norwegian should not cause the foreigner any difficulty. The following rough and ready rule may be set up initially :

The indefinite Plural

Nouns of the common gender take *-er* (or *-r*) in the plural. Example : *stein-er* (stones), *hare-r* (hares).

Nouns of the neuter gender generally take no ending in the plural. Example : *dyr* (animals).

Note.—Neuters of more than one syllable, however, especially those ending in an unstressed *e*, are in the plural generally treated like the nouns of the common gender, e.g. *eple-r*.

The definite Plural

The definite plural is the same for all genders, *-ene* or *-ne* where there is already an *e*.

Examples : *stein-ene*, *hare-ne*, *mark-ene*, *høne-ne*, *dyr-ene*, *eple-ne*.

Den — Det, English "it."

When referring to a noun of common gender the pronoun *den* must be used, but in case of a neuter, *det de:* is the correct form. English uses *it* in both cases. (See page 94).

THE VERB

THE INFINITIVE

The infinitive in Norwegian ends in most verbs (both weak and strong) in *-e*, e.g. *vente* (wait).

Those few verbs, mostly monosyllabic, ending in a stressed vowel do not add any *-e* in the infinitive, e.g. *nå* (reach) or *bo* (live, reside).

In front of the infinitive we sometimes put the word *å* (formerly *at*) which in most cases corresponds to English *to*, *å vente* (to wait).

THE STEM THE IMPERATIVE THE PRESENT TENSE

If we delete the ending *-e* of the infinitive, we get what is generally called the stem ; thus infinitive *vente*, the stem being *vent*. When, for instance, we form the imperative in Norwegian, we just take the stem, e.g. *kast* (of infinitive *kaste*, throw, cast) ; *vær stille*, be quiet (infinitive *være*, to be). To this stem we then add the various flexional endings. In the present tense, for instance, we add *-er* to the stem in all persons.⁹ Those verbs, however, without the *-e* ending in the infinitive have only *-r* in the present tense (see above).

⁹ Poets in the nineteenth century often used *-er* in the singular and *-er* in the plural according to older rules.

Paradigm :

Singular : *jeg, jei (I)* *venter* (wait) *når* (reach)
du (you) " "
han, hun, den, det " "
(ihe), (she), (it) "

Plural : *vi* (we) "
dere (you) "
de, di: (they) "

Note.—*Jeg venter* renders both : I wait, and I am waiting in English.

Comments on personal pronouns :

Besides *du* (object form *deg* *dei*) we have a more polite form *De di:* (written with a capital D), which has an object form *Dem*. Further details about this on page 136.

The Auxiliaries :

å være (to be) å ha (to have) å bli (to become).

At the very outset we should learn three verbs which are absolutely indispensable when forming simple short sentences. They have in Norwegian, as in most other languages, a very distinctive mode of conjugation.

Infinitive	Present	Past	Perfect
1. å være to be	<i>jeg er æ:r</i> I am	<i>jeg var</i> I was	<i>jeg har vært</i> I have been
2. å ha to have	<i>jeg har</i> I have	<i>jeg hadde</i> I had	<i>jeg har hatt</i> I have had
3. å bli to become, get	<i>jeg blir</i> I become	<i>jeg ble</i> I became	<i>jeg har (er) blitt</i> I have become

Vocabulary

<i>her hæ:r</i> (here)	<i>der dæ:r</i> (there)	<i>hjem</i> (home)
<i>hjemme</i> (at home)	<i>sent se:nt</i> (late)	<i>ute</i> (out)

185 Exercise 1a

Read aloud and then translate into English :

Jeg er her. Er du der ? Han venter hjemme. Hun har vært ute. Dere var hjemme. Vi venter her. De (plural) når sent hjem. Ja (yes), det ^o blir sent.

^o*det* (impersonal) = it

185 Exercise 1b

fri (free) *en kniv* (a knife) *kaldt* (cold)

Translate into Norwegian :

I am free. She was free. You (singular) had been free.
He has a knife. You (plural) had a knife. We had had a
knife. It gets cold. It got cold. It has got cold.

WEAK AND STRONG VERBS

The verbs are divided into two large sections, the weak (also called regular) and the strong (or irregular) verbs.

We shall first deal with the :

WEAK VERBS

The weak verbs usually keep the same vowel all through the different forms, and have an ending added in the past tense.

Past Tense

In written English practically all weak verbs have the same ending in the past tense, viz. -ed, e.g. talked.

In Norwegian, however, it is not quite so simple, as there are four possible endings in the past tense (and correspondingly in the past participle).

1. -et	2. -te	3. -de	4. -dde
Ex. <i>stoppet</i>	<i>smilte</i>	<i>levde</i>	<i>rodde</i>
stopped	smiled	lived	rowed

It will therefore be both practical and convenient to arrange them in four main classes according to their endings. In spite of the fact that we have tried below to give the student some rules to enable him to decide which class a certain weak verb belongs to, there are quite a number of cases where the different forms simply must be learned by heart, as is done with genders.

CLASS I

1. Verbs belonging to this class have in
 the past tense: -et
 and in the past participle: -et

Paradigm : Infinitive *å vente* (to wait, expect).

Present
venter

Past
ventet

Past Participle
ventet

The forms in the past tense are identical in all persons singular and plural as in English.

Singular : *jeg* *ventet*
du , „
han, hun, den, det „ „

Plural : *vi* „ „
dere „ „
de „ „

Note.—*Jeg ventet* expresses both : I waited and I was waiting.

The compound tenses :

1. *jeg har ventet*—I have waited, I have been waiting.
2. *jeg hadde ventet*—I had waited, I had been waiting.

Note 1.—The older past tense form, used by the great poets and dramatists of the nineteenth century, was *ventede*, still used in writing in the passive form *ventedes*, though it now sounds very old-fashioned.

Note 2.—It should be noted that according to the latest Norwegian spelling reform of 1938 a great many much-used verbs of this class may also take the ending *-a* (adopted from the dialects) in the past tense and the past participle, e.g. *kasta* instead of *kastet*.

2. Class I, which is a very numerous class, includes a great number of verbs whose stems end in :

(a) two or more consonants.

The following are some very useful verbs :

våkne (awake)

huske (remember)

kaste (throw)

elske (love)

merke, 'mærkə (notice)

koste, 'kåstə (cost)

miste (lose)

vaske (wash)

børste, 'bøstə (brush)

ønske (wish)

(b) in double consonants.

Examples : *skaffe* (provide) *stoppe* (stop)
snakke (talk, chat) *hoppe* (jump)
rette (correct) *redde* (save)

Note 1.—Verbs whose stems end in *ld*, *nd* and *ng* belong partly to class I, partly class II.

Note 2.—Some very common verbs which do not conform to the above rules, but join the verbs of class II, are :

<i>hilse</i> (greet, salute)	past tense <i>hilste</i>	past part. <i>hilst</i>
<i>tenke</i> (think)	,, <i>tenkte</i>	,, <i>tenkt</i>

(c) also most verbs whose stems end in single *d* or *g*.

<i>lage</i> (make)	<i>jage</i> (chase)
<i>våge</i> (dare)	<i>bade</i> (bathe, to have a bath)
<i>plage</i> (torture)	<i>lede</i> (lead)

Vocabulary

<i>tidlig</i> , 'ti`li (early)	<i>henne</i> (her)
<i>i dag</i> (to-day)	<i>sjø</i> , c. (sea)
<i>mitt hår</i> , n. (my hair)	<i>med</i> , me: (with)
<i>og</i> , å: (and)	<i>brev</i> , n. (letter)
<i>meg</i> , mei (me)	<i>fra</i> (from)
<i>deg</i> , dei (you)	<i>bil</i> , c. (car)
<i>ham</i> (him)	<i>hort</i> , vekk (away)

185 Exercise 2a

Read aloud and translate :

(1) Jeg våknet tidlig i dag. (2) Jeg børstet mitt hår og vasket meg. (3) Hun hoppet i sjøen. (4) Han merket det (it) og reddet henne. (5) Du har kastet en stein. (6) Kan du skaffe (get) meg en bok. (7) Jeg husker jeg snakket med ham. (8) Jeg tenker det (det : here=so). (9) Hun ventet et brev fra deg. (10) Han stoppet bilen.

185 Exercise 2b

Translate into Norwegian :

(1) They saved him. (2) He had bathed in the sea.
(3) They threw a stone. (4) He awakes early. (5) She waited for (*på*) him. (6) I had not (*ikke*) brushed my hair.
(7) They chased me away.

CLASS II

Characteristic of this class is the ending *-te* in the past tense and *-t* in the past participle.

1. (a) Long vowel (or diphthong) in all forms.

Paradigm :

mene, 'me`nə (mean, think) *mente*, 'me`ntə *ment*, me:nt

The verbs of this type are those whose stems end in *l*, *n*, *s* or *r*.

Here are included those numerous foreign words in *ere*, -'e:rə, e.g. *levére* (deliver), *sitére* (quote).^①

<i>dele</i> (divide, share)	<i>rose</i> (praise)
<i>føle</i> (feel)	<i>smile</i> (smile)
<i>høre</i> (hear)	<i>spare</i> (save, spare)
<i>kjøre</i> (drive)	<i>spise</i> (eat)
<i>klare</i> (manage)	<i>stole på</i> (rely upon)
<i>lese</i> (read)	<i>svare</i> (intr.) (answer)
<i>lære</i> (learn, also teach)	<i>tale</i> (speak)
<i>låne</i> (borrow, also lend)	<i>tvile på</i> (doubt)
<i>reise</i> (travel)	<i>vare</i> (last)
	<i>vise</i> (show)

Vocabulary

<i>kake</i> , c. (cake)	<i>låne av</i> (borrow from)
<i>mellom</i> (between)	<i>smile av</i> (smile at)
<i>oss</i> (us)	<i>lærer</i> , c. (teacher)
<i>kulde</i> , c. (cold)	<i>elev</i> , e'le:v, c. (pupil)
<i>kan du</i> (can you)	<i>lykke</i> , c. (luck)
<i>gjennom</i> (through)	<i>student</i> , stu'dent, c. (student)
<i>skog</i> , c. (wood)	<i>penger</i> , c. pl. (money)
<i>lese om</i> (read about)	<i>til utlandet</i> (abroad)
<i>hans ord</i> , o:r, n. (his words)	<i>hans liv</i> , n. (his life)
<i>film</i> , c. (film)	<i>hvor lenge?</i> (how long ?)
	<i>vei</i> , c. (way, road)

185 Exercise 3a

Read aloud and translate :

- (1) Vi delte kaken mellom oss.
- (2) Jeg føler kulden.
- (3) Kan du høre meg ?
- (4) Ja, jeg hører deg.
- (5) Han

^①When phonetics are not used, the accent marks will be put on the vowel stressed.

kjørte bilen gjennom skogen. (6) Han klarte å lese boken. (7) Hun leste en bok om Norge. (8) Jeg lånte boken av henne. (9) Læreren roste eleven. (10) De smilte av meg. (11) Jeg stoler på lykken (Lit. the luck). (12) Studenten sparte penger og reiste til utlandet. (13) Spar hans liv ! (14) Vi tvilte på hans ord. (15) Hvor lenge varer filmen ? (note word order). (16) Han viste oss veien. (17) Du har spist opp kaken.

Note on 14. The corresponding verb is *transitive* in English and consequently requires no preposition.

186 Exercise 3b

Put the following sentences into the past and perfect tenses :

(1) Jeg låner en bok. (2) Jeg leser avisen (*the paper*).
 (3) Han kjører bilen. (4) De hører radio. (5) Dere roser stykket (*the play*). (6) Hun svarer meg. (7) Filmen varer lenge (*long, a long time*). (8) Læreren taler om Norge.

(b) In a few verbs the long root vowel is shortened in the past tense and past participle :

like (like)	likte	likt
møte (meet)	møtte	møtt
kjøpe (buy)	kjøpte	kjøpt
rope (shout)	ropte	ropt
tape (lose)	tapte	tapt

Vocabulary

far, c. (father)	for å (to, in order to)
i går (yesterday)	gave, c. (gift, present)
blomst, c. (flower)	min søster, c. (my sister)
til (to)	noe (something)
mor, c. (mother)	at, conj. (that)
veddemål, n. (bet)	

186 Exercise 4a

Read aloud and translate :

Jeg møtte far i går. Han hadde kjøpt blomster til (for) mor. Jeg har spart penger for å kjøpe en gave til min søster. Jeg vil kjøpe noe hun liker. Far, kan du ikke høre at mor roper ? Hun mener at du har tapt veddemålet.

Vocabulary

<i>musikk</i> , c. (music)	<i>i morgen</i> , i 'må:ən (to morrow)
<i>av glede</i> , c. (for joy)	
<i>da</i> (when) conj.	<i>Tyskland</i> (Germany)
<i>stasjon</i> , sta'sjɔ:n, c. (station)	<i>krig</i> , c. (war)
<i>på stasjonen</i> (at the station)	<i>to</i> (two)
<i>butikk</i> , c. (shop)	<i>lommetørkle</i> , n. (handker- chief)

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Exercise 4b

Translate into Norwegian :

- (1) I like to read. (2) I read about Nansen yesterday.
 (3) My sister likes to hear music. (4) I do not like to meet him. (Translate : I like not to meet him). (5) He shouted for joy when he met her. (6) Meet me at the station tomorrow. (7) Germany lost the war. (8) Can you lend me two shillings ? (9) I have bought a handkerchief. (10) Show me a shop.

(c) Verbs whose stems terminate in *mm*, *nn* and *ll* usually belong to this class. N.B.—The double consonants are reduced to single when the verb is conjugated.

Infinitive	Present	Past Tense	Past Participle
<i>glemme</i> (forget)	<i>glemmer</i>	<i>glemte</i>	<i>glemt</i>

Other examples are :

<i>drømme</i> (dream)	<i>skille</i> (separate, distinguish)
<i>dømme</i> (sentence, judge)	<i>skjonne</i> (understand)
<i>gjemme</i> (hide)	<i>spille</i> (play, e.g. piano, organized games)
<i>kalle</i> (call)	
<i>kjenne</i> (know, also : feel)	

Vocabulary

<i>i natt</i> (last night)	<i>støy</i> , c. (noise)
<i>Tēmsen</i> (the Thames)	<i>bak</i> (behind)
<i>tre</i> , n. (tree)	<i>godt</i> , adv. (well)
<i>hvor</i> (where)	<i>ingen smerte</i> , c. (no pain)
<i>min lue</i> , f. (my cap)	<i>ingenting</i> (nothing)
<i>tosk</i> , c. (fool)	<i>mening</i> , c. (meaning, opinion)
<i>mann</i> , c. (man)	<i>hva</i> (what)
<i>mot</i> , n. (courage, heart)	<i>gutt</i> , c. (boy)
<i>reddhare</i> , c. (coward)	<i>mange</i> (many)
<i>du må</i> (you must)	<i>år</i> , n. (year)
	<i>i fjor</i> (last year)

186 Exercise 5a

Read aloud and translate :

(1) Jeg drømte i natt at jeg badet i Temsen. (2) Han hadde gjemt lua bak et tre. (3) Hvor har du gjemt min lue ? (4) Gjemt er ikke glemt (a common saying). (5) Han kalte meg en tosk. (6) Hva kaller du en mann som (who) mister motet ? (7) Jeg kaller ham en reddhare. (8) Du må skille mellom musikk og støy.

Note.—The important verb “kjenne” has two separate meanings in Norwegian : (1) know, be acquainted with ; (2) feel (*føle*).

(9) know : Vi kjenner ham ikke. (10) Jeg kjente ham godt (*well*). (11) feel : Jeg kjente ingen smerte. (12) Han skjønner ingenting. (13) Skjønte du meningen ? (14) Jeg skjønte hva han talte om.

187 Exercise 5b

Translate into Norwegian :

(1) Mother understood that the boy was dreaming (use past tense). (2) She forgot to answer. (3) They called him Gudmund. (4) She had hidden away the flowers which (*som*) she had bought. (5) They understood what he meant. (6) He had known her for (*i*) many years. (7) I learned to drive last year. (8) I knew the way.

Weak verbs with different vowels in the past tense and past participle

Some twenty verbs mainly of Class II change the infinitive vowel (which is generally *e* or *ø*) in the past tense and the past participle (to resp. *a* and *u* (*o*)).

Infinitive	Past Tense	Past Participle
<i>kvele</i> (choke)	<i>kvalte</i>	<i>kvalt</i>
<i>sette</i> (set, place, put)	<i>satte</i>	<i>satt</i>
<i>telle</i> (count)	<i>talte</i> (also reg. <i>telte</i>)	<i>talt</i> (<i>telt</i>)
<i>fortelle</i> (relate)	<i>fortálte</i>	<i>fortált</i>
<i>rekke</i> (hand, pass)	<i>rakte</i>	<i>rakt</i>
<i>strekke</i> (stretch)	<i>strakte</i>	<i>strakt</i>

Infinitive	Past Tense	Past Participle
<i>vekke</i> (arouse)	<i>vakte</i>	<i>vakt</i>
<i>bringe</i> (bring)	<i>but: vekte</i> (awoke)	<i>vekt</i> (awoke)
<i>velge</i> (choose, elect)	<i>brakte</i>	<i>brakt</i>
<i>følge</i> , 'fø'læ (follow, also accompany)	<i>valte</i>	<i>valt</i>
<i>selge, selle</i> , 'se'læ (sell)	<i>fulgte, 'fu'læ</i>	<i>fulgt, fult</i>
<i>spørre</i> (ask a question)	<i>solgte, solte, 'så'læ</i>	<i>solgt, solt, sålt</i>
<i>smøre</i> (smear, grease)	<i>spurte, 'spu:tæ</i>	<i>spurt, spu:t</i>
	<i>smurte</i>	<i>smurt</i>

Further :

<i>legge</i> (lay, put)	<i>la</i> (old form <i>-lagde</i>)	<i>lagt</i>
<i>si</i> (say, tell)	<i>sa</i> (old form <i>sagde</i>)	<i>sagt</i>
<i>gjøre</i> (do)	<i>gjorde, jo:ræ</i>	<i>gjort, jo:t</i>

Note.—The verbs *spørre* and *gjøre* have shortened forms in the present tense resp. *spør* and *gjør* (instead of the forms to be expected : *spørrer* and *gjører*.) *si* has *sier*, 'si:ər in the present tense from the older form *siger*.

Note also the irregular conjugation of the important verb *VITE* (know in the sense of having knowledge of).

Present tense *vet*; past tense *visste*; past participle *visst*.

Note.—The double *s* in *visste* and *visst* merely serves to avoid any confusion with *viste*, *vist* (past tense and past participle of the verb *vise*, show), in which the *i* is long.

Vocabulary

<i>rök</i> , c. (smoke)	<i>om morgen'en</i> , åm 'må:ən
<i>duk</i> , c. (cloth)	(in the morning)
<i>på</i> (on)	<i>stor</i> (great)
<i>bord</i> , bo:r, n. (table)	<i>interéssæ</i> , c. (interest)
<i>egg</i> , n. (egg)	<i>konge</i> , c. (king)
<i>stol</i> , c. (chair)	<i>mitt råd</i> , rå:d, n. (my ad-
<i>hjørne</i> , n. (corner)	vice)
<i>hundre</i> (hundred)	<i>mine sko</i> , c. pl. (my shoes)
<i>eventyr</i> , 'e:væntyr, n. (fairy tale)	<i>bonde</i> , c. (farmer)
<i>ulv</i> , c. (wolf)	<i>smør</i> , n. (butter)
<i>skade</i> , c. (harm)	<i>sánnhet</i> , c. (truth)
	<i>gode nýheter</i> , c. pl. (good news), sing. <i>nýhet</i>

187 Exercise 6

Change the following sentences into the past tense and the two perfect tenses. Then translate.

- (1) Røken kveler ham. (2) Hun legger duken på bordet.
- (3) Høna legger egg. (4) Han setter stolen i hjørnet.
- (5) Dere teller til hundre. (6) Mor forteller eventyr.
- (7) Far rekker meg et eple. (8) Jeg strekker meg om morgen. (9) Det vekker stor interesse. (10) Mor vekker meg tidlig om morgen.
- (11) De velger en konge. (12) Følger du mitt råd? (13) Hva spør du om? (14) Jeg smører mine sko.
- (15) Bonden selger smør. (16) Du sier ikke sannheten. (17) Hun bringer gode nyheter. (18) Ulven gjør stor skade.

CLASS III

(1) Verbs belonging to this class have *-de* in the past tense and *-d* in the past participle. Formerly these verbs went like Class I (*vente*), and there are still a great many people who persistently use the older forms. But the *-de* ending is constantly gaining ground, both in the written and spoken language and is widely adopted in the new spelling reform of 1938.

The long vowel in the infinitive is generally shortened in the past tense and the past participle.

(2) Paradigm :

leve (live) *levde*, formerly *levet* *levd*, formerly *levet*

This class includes a great many verbs whose stems end in a *v* or in the diphthongs *ei* or *øy*, and some other words.

Examples :

(a) with <i>v øve</i> (practise)	<i>øvde</i>	<i>øvd</i>
<i>streve</i> (strive, try hard)	<i>strevde</i>	<i>strevd</i>
<i>sveve</i> (hover)	<i>snevde</i>	<i>snevvd</i>
	(also <i>snevvet</i>)	<i>snevvet</i>
<i>prøve</i> (try)	<i>prøvde</i>	<i>prøvd</i>
<i>behøve</i> (need)	<i>behøvde</i>	<i>behøvd</i>

An exception forms the common verb *love*, 'lå:və (promise) which has *lovte*, 'lå:fte (Class II) in the past tense.

(b) With diphthongs :

<i>eie</i> (own, have)	<i>eide</i>	<i>eid</i>
<i>dreie</i> (turn)	<i>dreide</i>	<i>dreid</i>
<i>greie</i> (manage=to be able to)	Note : <i>greidde</i>	<i>greidd</i>
<i>pleie</i> (be in the habit of)	<i>pleide</i> (used to)	<i>pleid</i> (see note ^①)

Vocabulary

<i>plass</i> , c. (square)	<i>virkelig</i> (really)
<i>ja da</i> (Oh, yes)	<i>drosje</i> , 'drå'sʃə, c. (taxi)
<i>fortsette</i> , 'få'tsettə, conj. like	<i>når</i> (when) conj.
<i>sette</i> (continue)	<i>men</i> (but)
<i>gate</i> , f. (street)	<i>en øre</i> (the smallest coin in
<i>oppover</i> (upwards)	Norway 1& krone)
<i>først</i> (first)	<i>et par</i> (a few, a couple)
<i>til venstre</i> (to the left)	<i>en krone</i> =one crown i.e. 100
<i>så</i> (then)	øre (approx. 1s.)
<i>til høyre</i> (to the right)	<i>mange takk</i> , c. (many thanks)
<i>tror De ?</i> (do you think?)	<i>min adresse</i> c. (my address)
<i>i mørke</i> (in the dark)	<i>navn</i> , n. (name)

187 Exercise 7a

"Kan De si meg veien til Holbergs plass ?" "Ja da. De fortsetter gata oppover, og dreier først til venstre og så til høyre."

"Tror De jeg kan greie å finne fram (translate : to find my way) i mørke ?" Det beste ville (*would*) være å ta (*to take*) en drosje. Det pleier^① jeg å gjøre når det er mørkt (*dark*). "Ja, men jeg eier ikke en øre." "Jeg kan låne Dem et par kroner." Mange takk. Det er virkelig snilt av *Dem*. (*kind of you*). Her er min adresse." Og navnet ?" "Rolf Strand."

^① Note on the verb "pleie." Present tense : *Jeg pleier å gjøre det*, is in English best rendered by : I generally do that ; and past tense *pleide* by : used to.

Example : *Vi pleide å spille tennis om ettermiddagen* (We used to play tennis in the afternoon).

Vocabulary

sanger, c. (singer)	både (both)
daglig (daily)	dag, c. (day)
hardt, hat, adv. (hard)	natt, c. (night)
lite (little)	fio'li:n c. (violin)
ørn, c. (eagle)	helt (completely)
høyt oppe (high up)	nå (now)
luft, c. (air)	igjén (again)
dikt, n. (poem)	musikalsk, musi'ka:lsk (musical)
utenat (by heart)	en gang (once)
betále (-te) (pay)	glad i (fond of)
meget, svært (very)	

187 Exercise 7b

Change the verbs in the following sentences into the past tense and the perfect. Then translate the piece, as it stands, into English :

(1) Sangeren øver daglig. (2) Jeg strever hardt, men lærer lite. (3) Ørnen svever høyt oppe i luften. (4) Eleven prøver å lære diktet utenat. (5) Du behøver ikke å betale.

188 Exercise 7c

Render into Norwegian :

She plays very well. She practises both day and night. I used to play (the) violin once, but I have forgotten it completely now and I dare not try (translate : to try) again. I am not very musical, but I like to hear music. I am very fond of Grieg.

CLASS IV

To this class belong verbs which in the infinitive end in a stressed vowel (see p. 60).

Infinitive	Present	Past Tense	Past Participle
nå (reach)	når	nådde	nådd

Other examples are :

ro (row)	gro (grow)
bo (live, reside)	strø (strew)
tro (believe, think)	spå (prophesy)
snu (turn)	skje (happen)

With two syllables :

<i>betý</i> (mean=signify)	<i>betýdde</i>	<i>betýdd</i>
<i>beró på</i> (depend on)	<i>beródde</i>	<i>beródd</i>

This class also includes the auxiliary *ha* (have) in spite of the anomalous past participle *hatt*.

Infinitive	Present	Past	Past Participle
<i>ha</i>	<i>har</i>	<i>hadde</i>	<i>hatt</i>

Vocabulary

<i>derfor</i> , 'dǣrfår (therefore)	<i>langs</i> , prep. (along)
<i>det var morsomt</i> , 'mōs̄åmt (it was great fun)	<i>hjémover</i> , adv. (homeward)
<i>bølge</i> , c. (wave)	<i>måke</i> , c. (seagull)
<i>som</i> , såm rel. pron. (here: which)	<i>ulykke</i> , c. 1. (misfortune)
<i>mot</i> , prep. (against)	<i>2.</i> (accident)
<i>strand</i> , f. (shore, beach)	<i>aldri</i> , adv. (never)
<i>øy</i> , f. (island)	<i>kunne</i> , past tense (could)
<i>skjell</i> , n. (sea-shell)	<i>heldig</i> , 'hēldi (lucky)
	<i>samle</i> (-et) (collect)

188 Exercise 8a

Translation :

Jeg er meget glad i sjøen og bodde lenge i Bergen. Det var morsomt å se bølgene vaske mot stranda. Vi rodde ofte^{2a} ut til en øy for å bade og samle skjell som¹ lå (lay) strødd langs stranda. Vi snudde og rodde hjemover igjen når det var storm. Måkene spådde oss ulykke, men vi nådde alltid^{2a} land igjen, og det skjedde ingen (*no*) ulykke. Vi tapte aldri^{2a} motet, og trodde ingenting kunne skade oss. Jeg har alltid^{2b} vært heldig.

¹Special Notes.—The relative pronoun. The most common relative pronoun in Norwegian is *som*, which may refer both to persons and things.

Example : *Mannen som* (the man who); *Bokem som* (the book which).

²Position of Adverbs. Watch these sentences :

- (a) Vi rodde ofte. (We often rowed). Vi nådde alltid. (We always reached). Vi tapte aldri. (We never lost).
- (b) Jeg har alltid vært. (I have always been).

Rule.—The position of the adverbs (e.g. *ofte*, *alltid*, *aldri*) is unlike English after the verb (*rodde ofte*) in the simple tenses (present and past tenses), but after the auxiliary in the compound tenses, like English. Remember that the rule only applies to the principal clauses.

Vocabulary

<i>norsk, nåsk</i> (Norwegian)	<i>allerède</i> , adv. (already)
<i>venn</i> , c. (friend)	<i>jeg kan</i> (I can)
<i>min venn</i> (my friend)	<i>det betyr</i> (it, that means)
<i>om sommeren</i> (in the summer)	<i>flere ganger</i> (several times)
<i>flere ord, o:r, n. pl.</i> (several words)	<i>også, 'å:sså</i> , adv. (too)
	<i>båt, c. (the boat)</i>
	<i>velte (-et) (capsize)</i>

188 Exercise 8b

Translate into Norwegian :

I have a Norwegian friend. He lives in Oslo, but used to go to England in the summer. He says he could not live there, but likes to travel in England. I have bought a Norwegian book which cost 5s. I am learning to read and speak Norwegian. I have learnt several words already. It is great fun. I can say: God morgen ! (see p. 178). That (*det*) means : Good morning, and : God dag, which means : "How do you do," and not : "Good day" !

My friend likes rowing and fishing.^① I have visited him several times. I rowed too, but I was a fool, and the boat capsized.

STRONG VERBS

(1) In striking contrast to the weak or regular verbs, the strong verbs take no ending in the past tense. Notice also that the infinitive vowel almost invariably changes in the past tense and past participle.

Infinitive	Past	Past Participle
English : sing	sang	sung
Norwegian : <i>syng</i>	<i>sang</i>	<i>sunget</i>

It should be noted that a great many of those verbs which are strong in English are also strong in Norwegian.

^①Special Note.—My friend likes rowing and fishing is best rendered in Norwegian : *Min venn liker å ro og fiske.*

Rule.—The English verbal nouns, here : *rowing and fishing*, are in Norwegian generally replaced by the ordinary infinitive, although here you could say : *roing og fisking*.

In the course of time, however, these verbs have undergone great changes, being constantly influenced by the weak classes. Therefore many analogous forms have sprung into existence. Some verbs have gone over to the weak classes, others have weak forms besides the strong ones. (Similar developments are found in English. Cf.: show, showed, shown, knit or knitted in the past tense).

(2) Throughout there has been a marked tendency to introduce the infinitive vowel into the past participle.

The strong verbs in Norwegian to-day give one a rather confused impression, and to facilitate the task of the student they have therefore been arranged alphabetically in a list at the end of the book.

In spite of this apparent confusion, however, it may still be advisable to arrange them in different classes according to the various vowels in the past tense.

Class I	Class II	Class III	Class IV	Class V	Class VI
short	long				
a	a	å	e	o	ø

CLASS I—Past Tense a (short)

The vowel *u* in the past participle, pronounced as *ø* except before *nn* and *nd*.

drikke (drink)	drakk	drukket, 'drokket
slippe, sleppe (drop, let go)	slapp	Note: sloppet, 'sloppet
stikke (put, pierce, stab)	stakk	stukket, 'stokket
springe (run)	sprang	prunget, 'sprognæt
tvinge (force)	twang	tvunget, 'tvoñæt
binde (bind, tie)	bandt	bundet, 'buñæt
finne (find)	fant	funnet, 'fuñæt
forsvinne, få'ʃvi'nnæ (disappear)	forsvant	forsvunnet, fá'ʃvuñæt
vinne (win)	vant	vunnet, v'uñnot
syngje (sing)	sang	sunget, 'soñæt
synke (sink)	sank	sunket, 'soñkæt
brekke (break)	brakk	brukket, 'brokkæt
sprekke (burst, break)	sprakk	sprukket, 'sprokkæt
trekke (draw, pull)	trakk	trukket, 'trokkæt

<i>rekke</i> (reach)	<i>rakk</i>	<i>rukket</i> , 'ro'kket
<i>treffe</i> (meet, hit)	<i>traff</i>	<i>truffet</i> , 'tro'ffet
<i>hjelpe</i> (help)	<i>hjulp</i>	<i>hjulpet</i> , 'jo'lpet

Note.—As seen above the participle has the ending *-et*.

In classical literature the student will meet with two forms, one with the ending *-en* (common gender), the other with the ending *-et*, which is the neuter. The former ending is retained in modern Norwegian only when the participle really is an adjective.

En slagen armé (a beaten army), otherwise the participle is *slått*. Cf. English: struck, but terror-stricken. Norwegian: *slått*, but *skrekkslagen*.

<i>sol</i> , c. (sun)	<i>fordi</i> , fā'di:, conj. (because,
<i>helt stille</i> (completely quiet)	as)
<i>arbeide</i> (-et) (work)	<i>så</i> (so)
<i>på marka</i> (in the field)	<i>tørst</i> (thirsty)
<i>han likte ikke</i> (he did not like)	<i>tømme</i> , c. (rein)
<i>varme</i> , c. (heat)	<i>bekk</i> , c. (brook)
<i>hest</i> , c. (horse)	<i>nærhet</i> , c. (neighbourhood)
<i>min bror</i> , c. (my brother)	<i>i nærheten</i> (in the neighbourhood)

188 Exercise 9a

Translation :

Det var en varm dag i juli. Solen skinte, og det var helt stille i luften. Ola arbeidet på marka, men han *likte ikke* (1) varmen, *fordi* han ble så tørst. Han slapp tømmene og sprang ned til en bekk i nærheten for å drikke.

Da han hadde drukket, *merket han* (2) at hesten hadde forsvunnet. Han hadde glemt å binde den til et tre. Han møtte min bror, som hjalp ham å finne hesten.

(1) *Special note on Negation*.—*Han likte ikke varmen*. (He did not like the heat).

Rule.—In principal clauses the negation (*ikke*) is placed after the main verb in Norwegian (literally: He liked not), and there is no equivalent to the English use of: to do.

Word Order

Subordinate Clause	Principal Clause
<i>Da han hadde drukket</i>	<i>merket han</i>
When he had drunk	he noticed

Rule.—When a subordinate clause comes before a principal clause, the subject (here: *han*) and the verb (here: *merket*) change places in the latter. (Inverted word order). This phenomenon will be dealt with more fully at a later stage.

189 Exercise 9b

<i>stokk</i> , c. (stick)	<i>týskerne</i> (the Germans)
<i>lomme</i> , c. (pocket)	<i>tilbake</i> , <i>til'ba:kə</i> (back)
<i>mil</i> , f. (mile) (approx. 6 English miles)	<i>seier</i> , c. (victory) <i>før</i> , conj. (before)
<i>rússerne</i> (the Russians)	<i>skudd</i> , n. (shot)

Vocabulary

Translate into Norwegian :

I broke the stick. He put a book into his pocket (translate : into the p.) He has run a mile. They forced me to (*til å*) run. The Russians had forced the Germans back to Taganrog. They had won a great victory. The boat sank before it reached land. He hit the apple. We praised the shot.

Expressions with SLIPPE.

glass, n. (glass) ; *tak*, n. (grip, hold) ; *bombe*, 'bo:mbe, c. (bomb) ; *unna* (away) ; *lett* (light, -ly).

- | | |
|---------------------------|--|
| (1) let go, drop | .. <i>Ola slapp hesten, taket, glasset.</i>
<i>Tyskerne slapp bomber over London.</i>
<i>Slipp meg ! Let me go !</i> |
| (2) (a) let in, out (tr.) | .. (a) <i>Han ville ikke slippe meg inn, ut.</i> |
| (b) get in, out (intr.) | .. (b) <i>Du slipper ikke inn, ut.</i> You won't
get in, out. |
| (3) escape, slip away | .. <i>Tyven har sloppet unna.</i>
<i>Han slapp fra det med livet.</i> He
escaped with his life. |
| (4) (be) let off | <i>Jeg slapp (å gjøre det).</i> I was let off.
I got out of (or off) it. <i>Du skal slippes lett.</i> You shall be let off lightly. |

The infinitive vowel introduced into the past participle.
(See p. 75, (2)).

(1) <i>smelle</i> (go off with a bang, crack)	<i>smalt</i> (tr. <i>smelte</i>)	<i>smelt</i>
(2) <i>gjelde</i> , 'je:lde (concern, be important, apply to)	<i>gjaldt</i>	<i>gjeldt</i>
(3) <i>skjelve</i> (tremble, shiver)	<i>skalv</i>	<i>skjelvet</i>
(4) <i>renne</i> (flow)	<i>rant</i>	<i>rent</i> (poe. <i>runnet</i>)
(5) <i>brenne</i> (burn)	<i>brant</i> (also <i>brente</i>)	<i>brent</i>
(6) <i>henge</i> (hang)	<i>hang</i> (tr. <i>hengte</i>)	<i>hengt</i>
(7) <i>gide</i> , gi:ddə (care to)	<i>gad, gad</i>	<i>gidet, 'gi:ddət</i>
(8) <i>sitte</i> (sit)	<i>satt</i>	<i>sittet</i>

Examples :

- (1) *Geværet smalt* (intr.) = The rifle cracked.
Han smelte (tr.) *igjen døren* = He slammed the door.
- (2) Sentences with *gjelde* : *Nå gjelder det!* This is the vital (or critical) moment.
Nå gjelder det å arbeide = The thing to do now is to work.
Det gjelder deg = It concerns you.
Hva gjelder det? = What is the matter? What is it about?
- (3) *Elva rant ut i havet* = The river flowed into the sea.
Dagen hadde (opp)runnet = The day had dawned.
 But in the meaning of "run" (on skis, etc.) and used with an object it is weakly conjugated -
rente—rent.
- (4) The past forms *brant* and *brente* can be used interchangeably. Either; *Huset brant*, or *huset brente* = The house was on fire (or was burning).
- (5) *Hatten hang på knaggen* (intr.) = The hat was hanging on the peg.
Han hengte hatten på knaggen (tr.) = He hung the hat on the peg.
- Compare, Norwegian: *Han hengte seg* with English: He hanged himself. (Cf. page 206).
- (6) *Han gad ikke (å) gjøre det*, He had not sufficient energy to do it, he did not bother to do it, he did not feel like doing it.

Vocabulary

<i>skal vi</i> (shall we)	<i>på kontoret</i> (at the office)
<i>gå en tur</i> (go for a walk)	<i>frisk luft</i> , c. (fresh air)
<i>nei</i> (no)	<i>dårlig</i> , here: adv. (badly)
<i>trett</i> (tired)	<i>ovn</i> , c. (stove)
<i>åltfor</i> (much too)	<i>mer</i> (more)
<i>se ut</i> (look, appear)	<i>spare på</i> (save)
<i>eléndig</i> (miserable)	<i>ved, ve:</i> , c. (fire-wood)
<i>kontor</i> , <i>kon'to:r</i> , n. (office)	

189 Exercise 10a

Read and translate :

"Skal vi gå en tur ?" "Nei, jeg gider ikke, jeg er så trett. Jeg satt altfor lenge på kontoret i går." "Ja, du ser elendig ut, du trenger frisk luft. Du skjelver også. Er du kald ?" "Ja, det brenner så dårlig i ovnen. Kan du ikke legge mer i (on), eller tenker du^o å spare på veden ? Det gjelder å spare så meget som mulig (*as much as possible*), vet du ?"

Vocabulary

på (usually : on, at)	sammen (together)
vegg, c. (wall)	piano, n. (piano)
røre (-te) (touch)	etterpå (afterwards)
på=for, only in negative sentences	først, først (first)
på fem år (for five years)	dette land(et), n. (this land)
ved, ve: (by, near)	nasjonalsang, naʃo'na:lsan ^{c.} (National Anthem)
prate (-et) (chat)	

189 Exercise 10b

I thought he played (the) violin. I saw one hanging (translate : which hung) on the wall. He had not touched it for five years. We were sitting by the fire chatting together (translate : We sat by the fire and chatted together). His sister played (the) piano for us afterwards, and we sang.

We sang first : "Ja vi elsker dette landet," which is the Norwegian (*den norske*) National Anthem. I learned it in Norway last year. Do you play (the) violin ?

CLASS II—Past Tense a (long)

This class includes such useful words as :

be(de) (ask one to ; request)	ba(d)	bedt
gi, ji: (give)	ga(v)	gitt

Special Note : Questions.—Tenker du ? (Do you think ?) Here we have the same usage as with negation. Norwegian does not use any auxiliary to form questions, but reverses the order of the words, as in English in a few verbs Shall we ? Can you ? Are you ?

<i>bære</i> (carry)	<i>bar</i>	<i>båret</i>
<i>stjele</i> (steal)	<i>stjal</i>	<i>stjålet</i>

Note:

Infinitive	Present	Past	Participle
<i>være</i> (to be)	<i>er, æ:r</i>	<i>var</i>	<i>vørt, væt</i>

Vocabulary

<i>smake</i> (-te) (taste)	<i>slokke</i> (-te) (extinguish, put out)
<i>roman, ro'ma:n, c.</i> (novel)	
<i>tyv</i> , c. (thief)	<i>lys</i> , n. (light)
<i>de rike</i> (the rich)	<i>da</i> , conj. (as)
<i>de fattige</i> (the poor)	<i>jeg ville</i> (I would, wanted to)

189 Exercise 11a

Han ga henne et eple. Det smakte godt. Min bror har gitt meg en roman som jeg har lest mange ganger allerede. Har du båret inn veden? Hva er en tyv? En tyv er en som stjeler. Han stjal fra de rike og ga til de fattige. Jeg ba ham slokke lyset, da jeg ville sove.

189 Exercise 11b

She gave him a book and asked him to read it. He carried her over (1) the brook. They had stolen a boat and rowed across (2) the river (3). The water (4) extinguished the fire.

CLASS III—Past Tense å**Only two verbs:**

<i>ligge</i> (lie)	<i>la</i>	<i>ligget</i>
<i>se</i> (see, also look)	<i>sd</i>	<i>sett</i>

190 Exercise 12**Translate:**

Have you seen the ship (5)? Yes I saw it yesterday. It was lying (translate *lay*) off (6) Oslo, 'O'slo.

(5) over. 'å:vér. (6) over (7) elv, f. (8) vann, n.
 (9) skip, n. (10) utenfor.

CLASS IV—Past Tense e

<i>drive¹</i> (loiter, force, drive)	<i>drev</i>	<i>drevet</i>
(not a car)		
<i>skrive</i> (write)	<i>skrev</i>	<i>skrevet</i>
<i>gripe</i> (seize, fig. move)	<i>grep</i>	<i>grepet</i>
<i>bite</i> (bite)	<i>bet</i>	<i>bitt</i>
<i>ri(de)</i> (ride)	<i>red</i>	<i>ridd</i>
<i>skrike</i> (cry, scream)	<i>skrek</i>	<i>skreket</i>
<i>stige²</i> (arise, increase)	<i>steg</i>	<i>steget</i>
<i>bli</i> (become)	<i>ble</i>	<i>blitt</i>

Note.—According to the latest spelling reform, verbs of this class can also have the diphthong *ei* instead of *e* in the past tense, in conformity with the conjugation in the Landsmål.

The foreigner should use *e*.

190 Exercise 13a.

Den norske nasjonal sang.

Ja, vi elsker dette landet.

Ja, vi elsker dette landet
som det stiger frem¹
furet² værbitt³ over vannet
med de tusen⁴ hjem,
elsker, elsker det og tenker
på⁵ vår⁶ far og mor
og den saganatt⁷ som senker⁸
drømme⁹ på vår jord.¹⁰

¹forward; ²furrowed; ³weatherbeaten; ⁴thousand; ⁵think of;
⁶our; ⁷the saga-night; ⁸sink (tr.); ⁹dreams now *dremmer*; ¹⁰earth.

190 Exercise 13b

Translate into Norwegian :

We rode homewards along the river and then through the wood. The horses liked to run. I met my brother on the road. He works in Oslo and has written a book about Norway which he calls : "The country with the thousand homes." What is he doing now ? He is writing a novel.

¹Much used expression: *drive på med* = carry on with, be engaged in (on), be doing.

²*Stige ned* (step down, descend).

CLASS V—Past Tense 0

<i>dra</i> , old <i>drage</i> (draw, leave, depart)	<i>dro(g)</i>	<i>dratt</i> (also <i>dradd</i>)
<i>fare</i> (travel, rush)	<i>for</i>	<i>faret</i>
<i>grave</i> (dig)	<i>grov</i> (also weak <i>gravd</i> <i>gravde</i>)	
<i>la(te)</i> (let)	<i>lot</i>	<i>latt</i>
<i>ta</i> , old <i>tage</i> (take)	<i>tok</i>	<i>tatt</i>
<i>slå</i> (strike, beat)	<i>slo</i>	<i>slått</i>
<i>stå</i> (stand)	<i>sto(d)</i>	<i>stått</i>
<i>le</i> (laugh)	<i>lo</i>	<i>ledd</i>

Note.—Some old past participle forms are now independent adjectives.

En slagen arme (a beaten army). Cf. *skrekkslagen* (terror stricken). *med draget sverd* (with drawn sword). (See Note p. 76).

Vocabulary

<i>farvél</i> (good-bye)	<i>i godt humør</i> , <i>i gåt hu'mø:r</i>
<i>onkel</i> , 'o'ṅkəl, c. (uncle)	(in high spirits)
<i>tante</i> , c. (aunt)	<i>spøke</i> (-te) (joke)
<i>klokke</i> , f. (clock)	<i>rom</i> , n. (room)
<i>langt</i> , adv. (far)	<i>nesten</i> (almost)
<i>måne</i> , c. (moon)	<i>lørdag</i> (Saturday)

190 Exercise 14a

Vi sa farvel til tante og onkel og lovte å komme igjen. Det var blitt sent. Klokka hadde allerede slått ti (10), og vi hadde langt å gå. Vi dro nå hjemover og tok veien langs stranda. Det begynte å bli mørkt, og månen kom opp. Jeg lot min bror gå først fordi han kjente veien best. Vi var i godt humør og lo og sang og spøkte hele veien. Da vi hadde gått (*walked*) i to timer (note word order), så vi et lys. Vi visste da at vi var nesten hjemme.

190 Exercise 14b

dra til, *reise til* = leave for, go to.

My father has left for Larvik. My uncle has gone with him. They generally take the train to Larvik every (*hver*) Saturday (*use pleie*). When (*da*) the clock struck five (word

order), my father said : Good -bye, and rushed out of the room.

Ordspråk, 'o`ɔ:språ(:)k, n. (proverb)

Den som graver en grav for andre, faller selv i den.

Is there a similar one in English ?

CLASS VI—Past Tense Ø

<i>klyve</i> , intr. (climb)	<i>kløv</i>	<i>kløvet</i>
<i>krype</i> (creep)	<i>krøp</i>	<i>krøpet</i>
<i>skyve</i> (push)	<i>skjøv</i>	<i>skjøvet</i>
<i>bryte</i> (break)	<i>brøt</i>	<i>brutt</i>
<i>skryte</i> (boast)	<i>skrøt</i>	<i>skrytt</i>
<i>skyte</i> , 'ʃy:tə (shoot)	<i>skjøt</i> , sø:t	<i>skutt, skut</i>
<i>by</i> (de) (offer, bid)	<i>bød</i>	<i>budt</i> (also <i>buden</i> (invited))
<i>fryse</i> (freeze, be cold)	<i>frøs</i>	<i>frosset</i>

Vocabulary

<i>gjerde</i> , 'jæ:rə, n. (fence)	<i>fémti</i> (fifty)
<i>is</i> , c. (ice)	<i>pund</i> , n. (pound)
<i>løfte</i> , n. (promise)	<i>for</i> , prep. (for)

191 Exercise 15a

Translate into English :

Gutten kløv opp i treet. Hun krøp langs gjerdet. Han skjøv henne ut i vannet. Du har brutt et løfte. Mannen skrøt aldri. Jeg bød ham femti pund (£50) for bilen. Vannet hadde frosset til is.

191 Exercise 15b

<i>bue</i> , c. (bow)	<i>pil</i> , c. (arrow)
<i>blink</i> , c. (the bull, the mark)	<i>godt</i> , adv. (well)

My brother pushed me into the brook. I tried to push him afterwards, but could not manage it. He was too strong for me.

Can you shoot with (a) bow and arrow ? Yes. I shoot very well. I do not believe you. You are only boasting. No, I hit the bull several times yesterday.

Finally there are some few strong verbs which do not fit into any of these classes. Most of them retain the infinitive vowel throughout the different tenses.

<i>falle</i> (fall)	<i>falt</i>	<i>falt</i>
<i>hete</i> (be called)	<i>het</i> or <i>hette</i>	<i>hett</i>
<i>sove</i> , 'så:və (sleep)	<i>sov</i>	<i>sovet</i>
<i>holde</i> (hold, keep)	<i>holdt</i>	<i>holdt</i>
<i>komme</i> (come)	<i>kom</i>	<i>kommet</i>
<i>løpe</i> (run)	<i>løp</i>	<i>løpt</i>
<i>gråte</i> (weep)	<i>gråt</i>	<i>grått</i>

Moreover :

<i>fly(ve)</i> or <i>flyge</i> (fly)	<i>fløy</i>	<i>fløyet</i>
<i>lyve</i> or <i>lyge</i> (tell a lie)	<i>loy</i>	<i>loyet</i>
<i>få</i> (get, receive)	<i>fikk</i>	<i>fått</i>
<i>gå</i> (go, walk)	<i>gikk, jik</i>	<i>gått</i>

Note.—Gå in Norwegian never means travel, which is *reise*.

Remember that the strong verbs maintain the same conjugation when prefixed. Example : *tilgi* (forgive)—*tilga*, *gjenta* (repeat)—*gjentok*.

Rendering of the English Continuous Tenses

Right from the start we saw that there were no equivalent forms to the so-called continuous tenses in English, like : He is coming. He was coming. In translation these forms have been rendered by ordinary simple tenses, corresponding to English : He comes. He came. (See note, page 61).

In order to stress that the action is taking place at this very moment the following idiomatic expressions could be employed : " *holde på (med)* " or : " *drive på med* " (keep on with).

Examples ; *Hva holder du på med ?* What are you doing ? *Jeg holder på (med) å skrive et brev.* I am (occupied with) writing a letter.

Vocabulary

<i>Hvordan gikk det med</i> (What happened to)	<i>storm</i> , c. (storm)
<i>flyplass</i> , c. (aerodrome)	<i>våken</i> (awake)
<i>fly</i> , n. (plane)	<i>i stedet</i> (instead)
<i>lævt, la:ft</i> , adv. (low)	<i>flyger</i> , c. (pilot, airman)

191 Exercise 16a

Det hendte en ulykke på Sola flyplass i går. Et fly fløy for lavt og falt ned. Hvordan gikk det med flygeren? Han mistet livet. Så du det selv? Nei, jeg hørte det i radio. Hva het flyplassen, sa du? Den het Sola, og ligger ved Stavanger. Jeg fikk ikke sove (translate: *could not sleep*) i natt. Hvorfor ikke da? Stormen holdt meg våken. Jeg stod opp og gikk en tur i stedet.

Vocabulary

kronprins, c. 'kro'nprins, lande (-et) (land)
(Crown Prince) idet, i'de:, conj. of time (as)

191 Exercise 16b

My brother is called Per. He is coming to town (translate: the town) to-day, and I must run down to the station to (here: *for å*) meet him. It is getting late. The moon is already coming up (use the expression: *holde på å*). Everybody ^① in the town is sleeping now. I received a letter yesterday from my sister in America (*Amerika*). She tells me that Crown Prince Olav has visited America, but has now flown back to England where he lives. He was in high spirits when (*da*) he landed and smiled as he crept out of the plane. We heard it on the radio from London. The pilot was Norwegian.

① alle.

More on THE PERFECT TENSES

The Auxiliary HA

The two compound tenses, the perfect, *I have been*, and the pluperfect, *I had been*, are formed as in English with the help of the auxiliary: *Ha*. *Jeg har vært*, *Jeg hadde vært*. (See page 61).

Some verbs (mostly verbs of motion), indicating a change from one position or state to another, appear with *være* (to be) as an auxiliary, e.g. *begynne*, *be'jy'nnə* (begin), *komme* (come), *falle* (fall), *forsvinne* (disappear), *sovne*, *'så'vnə* (fall asleep), *hende*, *skje* (happen), *bli* (become).

Example: *Skolen er begynt* (The school has started). *Hesten var forsvunnet* (The horse had disappeared). *Er han sovnet* (Has he fallen asleep?)

But as *ha* is permissible also in these cases, and is continually gaining ground, it would be advisable for the foreigner to make use of the latter throughout.

The Present Participle

The present participle is formed by adding the ending *-ende* to the stem.

Examples: *spring+ende gd+ende* (running, going). *Han kom springende* (He came running). *En spennende historie* (An exciting story). *Et tilsvarende, 'ti'lsva(:)nə, eksémpel, n.* (a corresponding example).

The present participle has a more limited scope in Norwegian than in English, as we shall see later (c.f. p. 170).

THE NOUN—II

Previously it has been mentioned that modern Norwegian “Riksmål” really has three genders.

The student, however, had better assume only two: common gender and neuter gender, as he will meet with these in literature and, apart from a few nouns, in the speech of most “riksmål-speaking” people. Only a few so-called “*a-forms*” will be used in this book.

As no satisfactory rules can be formulated with regard to gender, the student should learn the words by heart as he has to do with German and French nouns. He should therefore take care never to say: house=*hus*, but a house or the house = resp. *et hus* and *huset*. In other words he should associate the noun with one of its articles.

Obviously male beings such as *mann* (man), *lærer* (teacher), *snekker* (joiner), *konge* (king), and *prins* (prince), and female beings like *dronning* (queen), *pike* (girl), *kvinne* (woman) are of common gender (which as we know comprises *masc.* and *fem.*).

Note.—In a compound word the last element determines the gender of the noun. Thus *en brevkasse* (a letter box); *brev* is neuter and *kasse* is common.

Vocabulary

<i>vindu</i> , n. (window)	<i>fortau</i> , 'få' t̄t̄øu, n. (pavement)
<i>kveld</i> , c. (evening)	<i>suse forbi</i> , fár'bi: (rush past)
<i>nær</i> , near	<i>av og til</i> (now and again)
<i>himmel</i> , c. (sky, heaven)	<i>midt på</i> (in the middle of)
<i>park</i> , c. (park)	<i>dag</i> (c.) (day)
<i>skygge</i> , c. (shadow, shade)	<i>fjell</i> (n.) (mountain)
<i>tom</i> (empty)	<i>vestenfor</i> (to the west of)
<i>bare</i> (only, just)	<i>tenne</i> (-te) (light)
<i>politikonstabel</i> , poli'ti':kåns- sta(:)bæl, c. (policeman)	<i>stue</i> , c. or f. — (sitting- room)
<i>vandre</i> (-et) (wander)	<i>ingen</i> (nobody)
<i>fram og tilbake</i> (to and fro)	<i>før</i> , conj. (before)

192 Exercise 17

Jeg ser ut av vinduet. Kvelden er nær, og det begynner å bli mørkt. Månen er allerede på himmelen. Det store treet i parken kaster skygge. Gata er nesten tom. Bare en politikonstabel vandrer fram og tilbake på fortauen. En bil suser forbi av og til.

Solen skinte midt på dagen, men den har nå gått ned bak fjellet som ligger vestenfor byen. Jeg tenner lyset i stuen (stua) og tar fram (*up*) boken jeg begynte å lese i går. Den heter : "Ingen kjenner dagen før solen har gått ned."

PLURAL of NOUNS

I. COMMON GENDER (masc. and fem.)

(a) *-ER* is the most frequent ending ; *stoler* (chairs), *biler* (cars), *elver* (rivers), *kvinner* (women).

Note 1.—Nouns ending in *m* double this final consonant in the plural, e.g. : *dom* (sentence in law)—*dommer* ; *dam* (pond)—*dammer*.

Note 2.—If nouns end in *-er* or *-el*, the *e* is usually dropped when the plural ending is added, e.g. : *åker* (field)—*åkrer*. Note especially : *sommer* (summer)—*somrer* ; *vinter* (winter)—*vintrer* ; *finger*—*fingrer* ; *engel* (angel)—*engler*. cf. (d).

Note 3.—Words of foreign origin ending in *or* or *tor* change the stress in the plural, e.g.: *mótör*, *motórer* ; *profésör*—*professdrer*.

There are also a number of words which modify the vowel in the plural. Besides, they have single tone in the plurals except *kraft* and *stad* and those mentioned under (c). The commonest of these are :

<i>and</i> , f. (duck)	<i>ender</i>	<i>endene</i>
<i>bok</i> (book)	<i>bøker</i>	<i>bøkene</i>
<i>bot</i> , f. (fine; patch)	<i>bøter</i>	<i>bøtene</i>
<i>fot</i> (foot)	<i>føtter</i>	<i>føttene</i>
<i>hånd</i> (hand, also <i>hand</i>)	<i>hender</i>	<i>hendene</i>
<i>kraft</i> (strength, power)	<i>krefter</i>	<i>kreftene</i>
<i>natt</i> (night)	<i>netter</i>	<i>nettene</i>
<i>not</i> , f. (fishing-net)	<i>nøter</i>	<i>nøtene</i>
<i>rand</i> (edge, border)	<i>render</i>	<i>rendene</i>
<i>skåk</i> , f. (shaft)	<i>skjæker</i>	<i>skjækene</i>
<i>stad</i> , 'sta:d, lit. and arch. (city) <i>hovedstad</i> , capital	<i>steder</i>	<i>stedene</i>
<i>stand</i> (profession, class)	<i>stender</i>	<i>stendene</i>
<i>stang</i> (pole, bar)	<i>stenger</i>	<i>stengene</i>
<i>strand</i> , f. (strand)	<i>strenger</i>	<i>strendene</i>
<i>tann</i> , f. (tooth)	<i>tenner</i>	<i>tennene</i>
<i>tang</i> , f. (tongs, pliers)	<i>tenger</i>	<i>tengene</i>

Note.—The plural of *gås* (goose) is *gjess*, definite plural *gjessene*.

The plural of *mann* (man) is *menn*, definite plural *mennene*. *En nordmann*, 'no:rman, plural *nordmennene* (a Norwegian, the Norwegians).

(b) The following monosyllables, ending in a stressed vowel, take only *-r* and *-ne* with modification in the plural.

<i>glo</i> f. (ember)	<i>glør</i>	<i>glørne</i>
<i>ku</i> f. (cow)	<i>kyr</i> or <i>kuer</i>	<i>kyrne</i> or <i>küene</i>
<i>rå</i> f. (naut. yard)	<i>rær</i>	<i>rærne</i>
<i>tå</i> f. (toe)	<i>tær</i>	<i>tærne</i>

(c) Some nouns denoting family relations have *-e* in the indefinite plural, e.g. :

<i>far</i> (father)	<i>fedre</i>	<i>fedrene</i>
<i>mor</i> (mother)	<i>mødre</i>	<i>mødrene</i>
<i>bror</i> (brother)	<i>brødre</i>	<i>brødrene</i>
<i>datter</i> (daughter)	<i>døtre</i>	<i>døtrene</i>
also <i>søster</i> (sister)	<i>søstre</i>	<i>søstrene</i>

(d) Some nouns denoting persons belonging to a profession, trade or nationality, which in the singular end in *-er*, also take *-e* in the indefinite plural. In the definite plural, however, they add only *-ne*. These nouns are usually derived from verbs, as are the corresponding formations in English.

<i>lærer</i> (teacher)	<i>lærere</i>	<i>lærerne</i>
<i>baker</i> (baker)	<i>bakere</i>	<i>bakerne</i>
<i>sanger</i> (singer)	<i>sangere</i>	<i>sangerne</i>
<i>týsker</i> (German)	<i>týskere</i>	<i>týskerne</i>

Finally some words which take no ending at all in the plural deserve mention.

<i>sild</i> , f. (herring)	<i>mus</i> , f. (mouse)
<i>feil</i> (error)	<i>lus</i> , f. (louse)
<i>ting</i> (thing, orig. neuter gender)	<i>ski</i> , f. (ski)
	<i>sko</i> (shoe), also <i>skor</i> in the (plural)

The lack of an ending is particularly frequent with words of measurement, e.g. *fem fot*, *to meter*, 'me:tər, c., *tusen kilometer*, 'çilometər, c., *ti mil* f., *tre liter*, 'li:tər, c.

192 Exercise 18

Practise in forming the plural of nouns of common gender.

Translate the following forms :

(1) A cat ~~jumped~~ jumped. The cat fell. Cats jumped. The cats fell.

(2) Father is sleeping. Fathers are sleeping. The fathers are sleeping.

(3) I am reading a book. He is reading books. I bought the books. Have you seen the book ?

(4) She is sitting on a chair. They sit on chairs. Where are the chairs ?

① *cat* = *katt*, c.

Vocabulary

<i>gå til sengs</i> (go to bed)	<i>av alle krefter</i> (with all their might, for all they are worth)
<i>om kvelden</i> (at night, in the evening)	
<i>samle</i> (-et) (gather)	<i>trene</i> (-te) (train, in sport)

<i>måte</i> , c. (way, manner)	<i>interessert i</i> , int(ə)ra'se:t
<i>på denne måten</i> (in this way)	(interested in)
<i>arbeid</i> , n. (work)	<i>særlig</i> , 'sæ:rli (especially)
<i>derimot</i> , 'dæ'rimo(:)t (on the other hand)	<i>kapitel</i> , ka'pi:ttel, n. (chapter)
<i>moro</i> , c. (fun)	<i>seng</i> , f. (bed)
<i>Europa</i> , øu'ro':pa (Europe)	<i>på senga</i> (in bed)
<i>høre på</i> (listen (to))	<i>før</i> , prep., adv., conj. (before)
<i>sport</i> , spåt, c. (sport)	<i>sovne (-et)</i> (fall asleep)

192 Exercise 19a

Read aloud and translate into English :

Jeg går tidlig til sengs om kvelden. På denne måten samler jeg krefter til (for) mitt arbeid. Mine brødre derimot er sent ute om nettene. De liker å ha moro. De har besøkt alle Europas hovedsteder og forteller mange ting om Tyskland før krigen. Vi hører på med stor interesse.

De er glad i sport og trener av alle krefter. Jeg er mer interessert i bøker, særlig romaner. Jeg leser alltid noen kapitler på senga før jeg sovner.

Jeg har mistet en tann så nå har jeg bare 25 (fem-og-tjue) tenner igjen (*left*).

Vocabulary

<i>gå på kino</i> , 'ci':no, c. (go to the cinema)	<i>herr</i> , hær (Mr.)
<i>(sammen) med</i> (together with)	<i>elev</i> , e'le:v, c. (pupil)
<i>farvel, far'vel</i> } (Good-bye)	<i>i mange år</i> (for many years)
<i>adjø, a'djø:</i> }	<i>klappe (-et)</i> (applaud)

192 Exercise 19b

What did you do yesterday ? I went to the cinema with my two brothers. The film was very good. It was called : "Good-bye Mr. Chipp." We saw a school with teachers and many pupils. The film told about Mr. Chipp, who was (a) teacher for many years. All the pupils loved him.

Everybody in the cinema liked the film and applauded afterwards.

2. NEUTER GENDER

(a) Nearly all neuter nouns consisting of one syllable and a certain number consisting of two and more take no ending in the plural.

Examples :

<i>hus</i>	<i>huset</i>	<i>hus</i>	<i>husene</i>
house	the house	houses	the houses

Cp. : sheep and deer—plural : unchanged.

<i>angrep</i>	<i>angrepet</i>	<i>angrep</i>	<i>angrepene</i>
attack	the attack	attacks	the attacks

Note.—A few nouns are slightly irregular in the plural,
e.g. :

<i>tre</i> (tree)	<i>treet</i>	<i>trær</i>	<i>trærne</i>
<i>kne</i> (knee)	<i>kneet</i>	<i>knaer</i>	<i>knærne</i>
<i>barn</i> (child)	<i>barnet</i>	<i>barn</i>	<i>barna</i>

193 Exercise 20

Decline the following neuters :

år (year), *ord* (word), *slag* (blow), *bord* (table), *tak* (roof, ceiling), *brev* (letter), *skip* (ship), *land* (country).

(b) Most neuters consisting of two or more syllables have *-er* in the plural.

First of all words which end in an unaccented *-e* are declined like the common nouns and have *-r* in the plural.

<i>rike</i>	<i>riket</i>	<i>riker</i>	<i>rikene</i>
realm	the realm	realms	the realms

Other examples are ; *belte* (belt), *menneske*, 'me'nneske (human being), *stykke* (piece), *bilde*, also written *billede* (picture).

If the ending is *-el*, the *-e* is dropped before the plural ending, and double consonants are reduced to single, e.g. : *féngsel*, *féngslet*, *féngsler*, *féngslene* (prison), *middel*, *midlet*, *midler*, *midlene* (means, remedy).

Finally there are a few monosyllabic nouns which also take *-er* in the plural, e.g. : *kinn* (cheek)—*kinner*, *lem* (limb)—*lemmer* (orig. common) *verk* (literary work)—*verker*, *punkt*, *ponkt* (point)—*punkter*, *sted*, *ste:(d)* (place)—*steder*, 'ste':der (orig. common).

In colloquial speech plural forms such as : *huser*, *brever*, *karter* (maps) are very familiar and have also found their way into writing.

Vocabulary

<i>ende</i> (-te) (end, cease)	<i>få</i> (few)
<i>da</i> , adv. (then)	<i>verst, væst</i> (worst)
<i>Nordsjøen</i> , (the North Sea)	<i>ned, ne:(d)</i> (down)
<i>de allierte, di ali'e:rte</i> (the Allies)	<i>gå tapt</i> (be lost)
	<i>hav, n.</i> (sea)

193 Exercise 21a

Read aloud and translate :

Krigen endte i året 1918 (nitten-hundre og atten). Norge hadde da mistet mange skip som ble (*were*) senket av tyskerne i Nordsjøen. De allierte land hadde få midler til å stanse U-båtkrigens. Året 1917 (nitten-hundre og sytten, 'sø'ttn), var verst. Da gikk mange båter ned, og mange liv gikk tapt på havet.

Vocabulary

<i>strålende</i> (glorious)	<i>bedre, 'be':drə enn</i> (better than)
<i>hotell, ho'tel</i> , n. (hotel)	
<i>i nærheten av</i> (in the neighbourhood of)	<i>male</i> (-te) (paint)
<i>handling</i> , c. (action)	<i>geni, se'ni:</i> , n. (genius)

193 Exercise 21b

Translate into Norwegian :

We took the train to (*til*) Hamar. The weather was glorious, and we were all in high spirits. We stayed (stay—here : *bo*) at (*på*) an hotel which lay in the neighbourhood of the station. The house is almost finished. They are now working on (*på*) the roof. One action is better than many words. Who painted (tr. has painted.) that (*det*) picture ? He must be a genius.

Article in English but not in Norwegian

(1) *The indefinite article.* The indefinite article is used in English to denote someone belonging to a certain type, class, or profession, where it is omitted in Norwegian.

Example : She is a widow *Hun er enke* (not *en enke*). He is a bookseller *Han er bokhandler*.

(2) *The definite article.* Very often the definite article is omitted before an abstract noun (life, death, time, etc.) in English, but not in Norwegian.

Example; Life is short. *Livet er kort.* Do not waste time! *Kast ikke bort tiden!* Jeg stoler på lykken. (See page 66, (11)).

The article is also omitted in some prepositional phrases:

<i>gå i kirken</i> (go to church)	<i>gå til byen</i> (go to town)
<i>bo i byen</i> (live in town)	<i>være på skolen</i> (to be at school)

S-GENITIVE

This genitive is more extensively used in Norwegian than in English, as it is also used with inanimate objects.

Example: *Husets*, 'hu' :səts farge, the colour of the house. N.B., the neuter "t" is generally heard before genitive -s.

But in natural everyday language there is a general tendency to employ more and more expressions with prepositions (e.g. *til*, *på*, *i*, *av*) instead of the genitive in s.

In the above example, for instance, it would be more natural to say: *Fargen på huset*.

Herr Pedersens sønn, Mr. Pedersen's son, or better: *sønnen til herr Pedersen*, the son of Mr. Pedersen.

Gårdens folk could easily be turned into a complement *Folkene på gården* (The people on the farm, or the farm-people), and *havens trær* into *trærne i haven* (the trees in the garden), finally *bokens innhold* into *innholdet av boken* (the contents of the book). Very often a compound word is used where English has s-genitive or complement with of, e.g.: *en dameveske* (a lady's bag), *et bordben* (a leg of a table).

193 Exercise 22

Translate into Norwegian :

The man's hat (use -s). The name of the street (-s or prep. *på*). The horrors (*redsler*) of war(-s). The contents of the glass. The clothes of the King(-s).

After the preposition *til* (to) many nouns still retain the old genitive -*s* in certain expressions, e.g. :

til skogs, skoks (into the wood) *til lands* (on land)
til sjøs, sjøs (at sea, to sea) *gå til sengs* (go to bed)

Sing.	Plur.
<i>DEN—DET</i>	<i>DE-DEM</i>
it	they-them

As already mentioned, the English pronoun "it" corresponds both to *den* or *det*, *de*: in Norwegian. Referring to a noun of common gender, we must use *den*, e.g. *byen* : *den er stor*; but on the other hand if the noun is neuter, *det* is required, e.g. *huset* : *det er nytt*. So when using these, look out for the gender. We now see how important it is to learn it properly.

The plural form is *de*, *di*: objective case : *dem* (they, them) for all genders.

Negative and Interrogative Sentences in Norwegian

Observe the agreement between Norwegian and English in the following sentences :

English : I have not	Norwegian : <i>Jeg har ikke</i>
I cannot	<i>Jeg kan ikke</i>
I dare not	<i>Jeg tør ikke</i>

English : Have you ?	Norwegian : <i>Har du ?</i>
Can you ?	<i>Kan du ?</i>
Dare you ?	<i>Tør du ?</i>

But when it comes to independent verbs, the congruity does not exist any longer, as we have already seen. We know that Norwegian employs no auxiliary equivalent to the English "do" when forming negations and questions.

Example : *Jeg vet ikke* (I do not know). (Cf. Shakespeare : I know not). *Kjenner du ham ?* (Do you know him ?) *Hva finner jeg her ?* (Cf. Shakespeare : What find I here ?)

The student should always follow the pattern : I have not, and in questions : Have I ?

Place of IKKE in Subordinate Clauses

In a subordinate clause *IKKE* is placed before the verb. Note the divergence from English. This peculiarity also applies to other adverbs.

Examples : *Han sa at det IKKE var sant.* (He said that it was not true). *Du må skynde deg hvis du IKKE skal komme før sent til toget.* (You must hurry up if you are not to miss the train). *Da de IKKE kom, måtte vi avlyse møtet.* (As they did not come, we had to cancel the meeting).

For order of words in Norwegian (see page 172).

Vocabulary

<i>å gå på ski</i> (to ski)	méster, c. (master)
<i>så—som</i> (as—as)	<i>det lønner seg, sei</i> (it pays)
<i>lett</i> (easy,-ly)	<i>uforsiktig, 'u':fåsiktig</i> (careless)
<i>stiv</i> (stiff)	<i>naturligvis, na'tu':livi(:)s</i> (of course)
<i>ordentlig, 'å'ntli</i> (properly)	<i>tåpelig</i> (silly)
<i>redd</i> (afraid)	<i>divan, di've:n</i> (divan)
<i>med godt humør, n.</i> (good-humouredly)	<i>ypperlig, 'y'ppeli</i> (splendid, grand)
<i>på én dag</i> (in one day)	
<i>øvelse, c.</i> (practice)	

193 Exercise 23a

Translation

Å lære å gå på ski er ikke så lett som en tror. Har du prøvd ? Nei, jeg tør ikke. Du må ikke være stiv. Glem ikke å binde skiene ordentlig på (deg). Vær ikke redd. Ta det med godt humør. Tro ikke at du kan lære det på en dag. Øvelse gjør mester. Brekker en ikke ofte benene ? Nei, det hender ikke ofte. Det lønner seg ikke å være uforsiktig, naturligvis. Det er dårlig.

194 Exercise 23b

Didn't you know that I was coming ? (use simple past tense). No, you haven't written. I didn't get time. Don't you like to see me ? Of course, but I don't know where I can find a bed for (*til*) you. I can sleep in a chair. I don't need a bed to sleep in. Don't be silly. You can sleep on a divan. Yes, many thanks, that^① is splendid. I have done that^① very often (transl. many times).

^① *det*, (stressed) dem. pron. n.

THE PASSIVE VOICE

One striking peculiarity about the Scandinavian languages is the passive ending *-s*, found in the infinitive, the present tense, the past tense and, though very rarely, in the perfect tenses.

This *-s* is actually a remnant of the old reflexive pronoun *sik*, in modern Norwegian *seg* (See page 138), which in course of time became weakened to *-s*, which was tacked on to the verb.

Infinitive	Present tense
<i>å kastes</i> (to be thrown)	<i>han kastes</i> (he is thrown)
<i>å roses</i> (to be praised)	<i>han roses</i> (he is praised)
Past tense	
<i>Han kastedes</i> (he was thrown)	
<i>han rostes</i> (he was praised)	

But much more frequently the passive is expressed by the above auxiliary *bli* with the past participle. In most cases the *-s* form can be changed into expressions with *bli*.^① Thus : *Han blir kastet*, instead of : *kastes*, *han ble kastet*, instead of : *kastedes*. In the perfect tenses : *er*, *var blitt kastet* = has, had been thrown. In modern speech the *s*-forms in the past tense have a rather restricted use. They belong on the whole to a bygone period, and are frequently found in the works of Ibsen, Bjørnson, Kielland, and others.

The passive infinitive in *s* is rather frequent, however, after the so-called modal auxiliaries. (See page 127, etc.).

Examples : *Det må gjøres*. (It must be done). *Du har rett, du bør henges*. (You are right, you ought to be hanged). *Det kan lett se(e)s*? , 'se':əs, se:s. (It can easily be seen).

In forcible narrative style, which is closely related to everyday speech, the active voice is generally used in preference to the passive. Sentences like : *Det sies*, 'sì':əs, can be rendered by : *Folk sier*, or *man sier*. (One says).

^①There is sometimes a slight difference of meaning between the two constructions. *Huset selges til den og den pris*. (The house is for sale at such and such a price). On the other hand *Huset blir solgt* refers to a present limited action (The house is being sold.)

^②Infinitives ending in the root vowel usually add *-es* instead of *-s* in the passive.

In some instances English uses the passive where Norwegian would not employ it, i.e. *Han var ingensteds å se* (*å finne*). (He was nowhere to be seen [found]). And in many cases where English employs the passive voice, Norwegian would have active sentences with *EN* or *MAN* as subject. (See also p. 53).

FURTHER REMARKS ON THE S-FORMS

It should be observed that the student will meet with several *s*-forms, in writing as well as in ordinary conversation, which have no strictly passive meaning at all, and which cannot therefore be replaced by the auxiliary BLI. In some instances the *s*-form has a slightly different meaning from the original verb, as will be seen from the examples below. Most of them are not used in the perfect tenses.

HØRES (sound). *Det høres rart (ut)*. (It sounds strange). *Det høres (ut) som fiolinmusikk*. (It sounds like violin music). *Det hørtes (ut) som om han hadde gitt opp alt håp*. (It sounded as if he had given up all hope). But : *Dine ord hørtes (ble hørt)*. (Your words were heard).

KJENNES (be noticed, be felt). *Det kjennes på farten når Grane (navnet på en hest) legger i vei*. (From Ibsens : *Per Gynt*). (You can tell by the speed when Grane (the name of a horse) starts off. (From Ibsen's : *Per Gynt*). *Det kjentes (ut) som om hele hånden var frosset til is*. (It was as if the whole hand was frozen to ice).

FØLES (be felt) means more or less the same as **KJENNES**. *Hvordan føles (or kjennes) det å være fri ?* (What does it feel like to be free ?) Past tense : *Det føltes*.

MERKES (be observed). *Det merkes når han har vært her*. (You can (always) tell when he has been here). *Det merkes ikke*. (Nobody will notice it). Past tense : *Det merktes*. . . .

DET TRENGS; **DET BEHØVES** (It is necessary). *Skal jeg hjelpe*. (Shall I help ?). *Nei takk, det behøves ikke*. (No thank you, it isn't necessary). Past tense : *Det behøvdes (trengtes) ikke*.

There are also some forms with reflexive meaning, i.e. : *undres* (wonder). *Jeg undres (på) om han kommer*. (I wonder if he is coming, will come). *Det synes ikke*. (It cannot be seen, It doesn't show). Past tense : *syntes*. But personal : *Jeg synes*. (I think).

Jeg synes hun er vakker. (I think she is beautiful). *Nei, det synes ikke jeg*. (No, I don't think so). (See Appendix, page 214).

Special idioms : *Han syntes synd på meg*. (He felt sorry for me). *Synes om* (like). *Det synes som om-* (It seems as if . . .).

Skilles (part). *De skiltes som gode venner*. (They parted as good friends).

A few other *s*-forms have reciprocal meaning :

Infinitive Present	Past	Past Participle
<i>slåss</i>	<i>sloss</i>	<i>slåss</i> (fight each other)

Spillerne sloss om ballen. (The players fought for the ball).

Vi sees i morgen. Past tense : *sdes.* (We will see each other to-morrow).

Further examples are : *møtes* or *treffes* (meet each other). *Vi møttes for første gang på en dans.* (We met for the first time at a dance).

Finally there are some verbs of this type which have not passive, but active meaning such as :

Lykkes (succeed), which also has a past participle form (=inf.).

Infinitive present	Past tense	Past Participle
<i>lykkes</i>	<i>lyktes</i>	<i>lykkes</i>

Det lyktes meg ikke å stoppe ham. (I did not succeed in stopping him).

Remember, never *Jeg lyktes*, but always *Det lyktes meg*.

Minnes (remember, recall). *Jeg minnes min barndom.* (I remember my childhood). (Past tense : *mintes*). The plain verb *minne* means remind.

Infinitive and Present	Past tense
<i>Finnes</i> (or <i>fins</i>) (exist, be)	<i>fantes</i>

Det fantes ikke mat i huset. (There was no food in the house).

Infinitive and Present	Past tense
<i>trives</i> (thrive, be comfortable, get on)	<i>trivdes</i>

Han trivdes ikke i store byer. (He did not feel at home in large cities).

Preposition AV= By

The preposition used in connection with the passive is *AV* in Norwegian, corresponding to *BY* in English. *De ble angrepet av fienden.* (They were attacked by the enemy). *Maten lages av kokken.* (The food is prepared by the cook).

Vocabulary

<i>helteroman</i> , c. (heroic novel)	<i>oppdage</i> (-et) (discover, detect)
<i>helt</i> , c. (hero)	
<i>narre</i> (-et) (lure)	<i>likevel</i> , 'li`kəvəl (nevertheless)
<i>drepe</i> (-te) (kill)	
<i>forreder</i> , fɑ're:dər, c. (traitor)	<i>ugjerning</i> , 'u:jænɪŋ, c. (crime, evil deed)
<i>fange</i> (-et) (capture)	<i>død</i> , dø:d, c. (death)
<i>straffe</i> (-et) (punish)	<i>føre</i> (-te) (lead, take)
<i>om noen få dager</i> (in a few days)	

194 Exercise 24a

Translation

Jeg leste i dag en helteroman. Helten narres ut i skogen, og drepes av en forreder. Ingen ser det. Men om noen få dager oppdages likevel ugjerningen. Forrederen fanges og straffes med døden (*by death*).

Re-write the above sentences using the auxiliary *BLI* instead of the *s*-form.

Vocabulary

<i>historie</i> , his'to:riə, c. (story)	<i>slott</i> , n. (castle)
<i>prinsesse</i> , prin'se:ssə, c. (princess)	<i>belønne</i> (-et) (reward)
<i>bare</i> (only)	<i>gjøre til konge</i> (make someone king)
<i>fattig</i> (poor)	<i>lykkelig</i> , adv. (happily)

194 Exercise 24b

Use the *s*-forms first and then the auxiliary *BLI*.

The story is read by many children. The princess is saved by the hero, who is only a poor man. He is taken to the castle to be rewarded. He is made king, and they live happily ever after (*for resten av livet*).

DET and DER

Det er corresponds both to : (a) *It is*, and (b) *There is*, (*are*), in English, since the old form *DER* has been almost entirely superseded by *DET*.

(a) *Det er ikke salt, det er sukker.* (It is not salt, it is sugar). *Det er meget sannsynlig, san'sy':nli.* (It is very likely). Note the distinction in construction between Norwegian : *Det er sannsynlig at han kommer*, and English : He is likely to come.

(b) *Det var mange dengang som trodde at det var helt umulig, u'mu':li.* (There were many at that time who thought that it was absolutely impossible). *Er det noe blekk i blekkhuset, 'ble'k(h)use ?* (Is there any ink in the ink-stand ?)

There is and *there was* can in a good many cases be rendered by : *Det finnes* (or *fins*) and *Det fantes*. See page 98.

Dengang fantes det ingen biler. (There were no cars in those days).

(c) *Det* is further used in impersonal expressions like : *Det regner, 'rei'ner.* (It is raining). *Det snør.* (It is snowing), etc.

THE ADJECTIVE

The student will already have come across adjectives scattered here and there in the book. But we have not learned to decline them as yet. The declension of the adjectives in Norwegian is not very complicated, but it requires some practice.

In English, where there are no genders, the adjective remains unchanged. In Norwegian, as in French and German, the adjective agrees with the noun, both in number and gender. There are two declensions which must be learned : the so-called STRONG DECLENSION, and the WEAK DECLENSION.

STRONG DECLENSION

This type is used when the adjective stands alone before the noun (*stor gutt*) or if it is preceded either by the indefinite article (*en stor gutt*) or by the indefinite adjectival pronouns :

c.	n.	pl.
noen (some, any)	— noe	— noen
ingen (no)	— intet	— ingen
(en)hver (every)	— (et)hvert	

Example :

Common gender	Neuter gender	Plural (both genders)
en stor gutt	et stort hus	store hus
ingen „ „	intet „ „	ingen „ „

We see from the above that the adjective before a noun of common gender has no ending, but before a neuter noun we add the ending *-t* (which we know is the general characteristic of neuters). In the plural both genders have *-e*.

N.B.—The adjectives also take the same endings when used predicatively : *Gutten er stor*, *Huset er stort*, *Husene er store*. *Det blir mørkt* (It is getting dark).

194 Exercise 25 (I)

Insert the correct forms of *stor* (big) and the article, where required, in the following examples :

e- — bok.	e- — barn.	e- — båt.
noen — skip.	— fengsler.	— steder.

The adjective *lang* (long): e- — *vei*. — *film*. e- — *ord*. — *båter*.

Predicatively : *Veien er—*. *Ordet var—*. *Skoene var—*.

The adjective *høy* (high, tall) ; e- — *tre*. — *trær*. *ingen* — *fjell*.

Predicatively : *Mannen er—*. *Huset er—*. *Prisene er for* (too) — . *Trærne hadde blitt—*.

SOME DETAILS ON ADJECTIVES

Adjectives without -t in the neuter.

A number of adjectives do not add any *-t* before a neuter noun :

First of all, adjectives which already end in *-t*, preceded by a consonant, e.g. *svart* (black); *et svart hus*, *et lett arbeid* (work). To this class belong the past participle of weak verbs : *et elsket barn*; *en elsket mor*. In the plural the participles of Class I change the *-t* into *-d* before the plural *-e* : *elskede fedre*. When used predicatively, participles remain unchanged : *Barna var elsket*.

Further, some words which end in *-sk*, often denoting nationality : *et norsk verk*, *værk*, *et tysk skip*, *et krigersk folk* (a warlike people).

Exceptions : *fersk*, *fæsk* (fresh) and *frisk* (healthy, also fresh), *falsk* (false), *rask* (quick).

Examples : *ferskt kjøtt* (fresh meat), *friskt vær* (fresh weather), *raskt løp* (quick run).

Furthermore, some adjectives ending in *-d* and *-s* such as : *glad*, *gla:*²(glæd, happy), and *redd* (frightened), *solid*, *so'lid* (solid, strong), *fremmed* (unfamiliar).

Example : *Et glad barn.* *Barnet er redd.* *Et solid hus.* *Et fremmed ansikt* (An unfamiliar face).

Those ending in *-s* *dagligdags*, *'da'glidaks* (daily, everyday), *gammeldags* (old-fashioned), *tilfreds*, *til'frets* (contented).

Example : *Et tilfreds folk.* (A contented people). Plural : *tilfredse borgere*²(contented citizens), *et gammeldags hus.* Plural : *gammeldagse møbler* (old-fashioned furniture).

Adjectives ending in *-ig* and *-lig* (g not pronounced) : *riktig* (correct), *ferdig* (finished), *lykkelig* (happy).

Example : *et riktig svar*, plural *riktige svar.* *Huset er ferdig.* *ferdige hus*, *et ferdig arbeid*, *et lykkelig par* (a happy pair, couple).

INDECLINABLE ADJECTIVES

Adjectives of two or more syllables ending in an unstressed *-e*, remain unchanged in every position. They are *indeclinable*.

stille (quiet)

bange (frightened)

sde (desolate)

moderne, *mo'dæ'nə* (modern)

These include the present participles of verbs : *spennende* (exciting). (See page 86).

The same thing applies to some monosyllables ending in *-a*, *-o* and *-u*, e.g. : *bra* (fine, excellent), *sta* (stubborn), *tro* (faithful), *slu* (cunning), *edru* (sober). To these can be added *kry* (proud). But most of these may sometimes be seen with *-e* in the plural.

Finally the following adjectives with the ending *-s* are also indeclinable : *felles* (common), *stakkars* (poor, used in exclamations).

Shortening of the vowel before the Neuter -t

(a) The following adjectives are affected by this shortening. Some adjectives ending in a stressed vowel, other than those mentioned just above.

Another peculiarity about these words is the spelling *-tt*, instead of *-t*, to show that the preceding vowel is short.

¹*borger*, *'bå'rger* c. (citizen)

blå (blue)—neuter *blått*, *grå* (grey)—neuter *grått*, *rd* (raw, also brutal)—neuter *rått*, *fri* (free)—neuter *fritt*, *ny* (new)—neuter *nytt*, *stø* (steady)—neuter *støtt*. The adjective *biå* usually lacks the -e in the plural.

Examples : *blå himmel* (blue sky)—n. *blått hus*—plural : *blå(e) hus*; n. *grått hår* (grey hair)—plural : *grå hår*; *rå frukt* (fresh fruit)—n. *rått klima*, 'kli':ma (raw climate), *et rått overfall* (a brutal attack), plural : *rå(e) poteter*, po'te:ter (raw potatoes).

(b) Adjectives ending in a -t or a mute -d preceded by a long vowel.

Examples : *bløt* (soft)—n. *bløtt*, plural *bløte*. Further : *hvit* or *kvit* (white)—n. *hvitt*, plural *hvite*, *søt* (sweet)—n. *søtt*. *hvit snø*, *hvitt papir*, pa'pi:r (white paper). Exceptions : *lat* (lazy)—n. *lat*; *kåt* (wild, wanton)—n. *kåt*.

With d (mute).

rød (red)—*rødt*, plural *røde*.

død (dead)—*dødt*, plural *døde* (*d* pronounced in solemn speech).

Note.—*god*, *go:* but n. *godi*, gæt, plural *gode*, 'go':θ.

Special attention should be paid to the two adjectives : *egen* (own) and *liten* (little).

egen is in the neuter *eget*, plural *egne*.

liten is in the neuter *lite* (it can also have a special fem. form in -a : *lita*), plural *små*.

Notes on the Plural

Adjectives with -el, -en or -er as last syllable drop the -e before the plural ending, and a double consonant is reduced to single. (Cf. page 87).

Common	Neuter	Plural
<i>travel</i> , 'tra':vəl (busy)	<i>travelt</i>	<i>travle</i>
<i>sulten</i> (hungry)	<i>sultent</i>	<i>sultne</i>
<i>doven</i> , 'då':vən (lazy)	<i>dovent</i>	<i>dovne</i>

With reduction of double consonant :

<i>bitter</i> (bitter)	<i>bittert</i>	<i>bitre</i>
<i>vákker</i> (pretty)	<i>vákkert</i>	<i>våkre</i>
<i>gammel</i> (old)	<i>gammelt</i>	<i>gamle</i>

Some examples : *I gamle dager* (in olden days), *bitre fiender* (bitter enemies), *travle tider* (busy times), *vakre piker* (beautiful girls).

THE WEAK (OR DEFINITE) DECLENSION

(1) The weak declension is very easy to master, as the adjectives here have the ending *-e* both in the singular and plural, i.e. the same ending as the strong declension in the plural.

(2) The weak declension is used when the adjective is preceded by :

(a) THE DEFINITE ARTICLE OF THE ADJECTIVE, which is originally a demonstrative pronoun.

common : *den* ; neuter : *det* ; plural : *de*.

(Here English has "the" in every case)

Examples : *Den store by* (or *byen*, especially in colloquial speech), *det store hus(et)*, plural *de store hus(ene)*, *de store byer*, or *byene*.

Note.—*det lille huset* is in the plural *de små husene*.

(b) THE DEMONSTRATIVE ADJECTIVE.

Common : *denne* (this) ; neuter : *dette* ; plural : *disse* (these).

Example : *Denne vakre park (en)* = This beautiful park.

Dette grønne blad(et) = This green leaf. *Disse grønne trær(ne)* = These green trees.

(c) THE POSSESSIVE ADJECTIVES. (See page 141).

Common	Neuter	Plural
<i>min</i> (my)	<i>mitt</i>	<i>mine</i>
<i>din</i> (your)	<i>ditt</i>	<i>dine</i>
<i>sin</i> (reflexive in the 3rd person)	<i>sitt</i>	<i>sine</i>
= one's, his, her, its, their)	dealt with on page 143.	
<i>vår</i> (our)	<i>vårt</i>	<i>våre</i>
<i>deres</i> (their)	<i>deres</i>	<i>deres</i>
<i>hans</i> (his)	<i>hans</i>	<i>hans</i>
<i>hennes</i> (her)	<i>hennes</i>	<i>hennes</i>

} indeclinable

Examples : *Liker du min nye hatt ?* N.B. in colloquial speech the pronoun is in most cases placed after the noun with the latter in the definite form : *den nye hatten min.* *Han er kjent for sitt gode humør.* (He is known for his good spirits). *Vårt lille hus brente ned i går.* *Har du sett deres fine hund ?* (Colloquially always : *den fine hunden deres*). *Hun ødela hans gode navn og rykte.* (She ruined his reputation). Exception with *egen*—in the singular : *min egen bil* (my own car).

(d) THE S-GENITIVE.

Example : *Keiserens¹ nye klær.* *Desember er årets siste (last) måned.*

In some special cases weak declension is used without any preceding determinative, e.g. :

(a) When the adjective forms part of a proper name, adding to the characterization of the latter, e.g. : *Gamle Norge, vesle Hans. Vestre Aker* (district near Oslo). *Unge fru Pedersen* (the young Mrs. P.). *Lille Eyolf* (Play by Ibsen). These often coalesce into one word : *Veslegutt, gamlemor* (grandma).

(b) In exclamations and expressions of address :

Store Gud, du store min, du store verden ! (All meaning : Good gracious !). Further : *arme mann !* (poor man !). *Hallo, gamle venn !* In letters : *Kjaere venn !* (Dear friend).

(c) In a number of expressions the definite article is omitted after a preposition ; the weak declension is still retained.

Examples : *På rette måten* (In the right manner) · *i hele dag* (all day). Note : *hele dagen; hele huset; halve riket* (half the kingdom); *midt på lyse dagen* (in broad daylight).

As the weak form of the adjective is identical with the strong form in the plural, what is said on page 101, etc., about the latter also applies to the former.

194 Exercise 25 (2)

Fill in the blank spaces in the following examples :

The adjective : *lang* (long), *d. . . . veien. d. . . . veiene.* *d. . . . bordet. d. . . . stykket.*

Questions : What is the form of *denne* in the neuter and the plural ? Insert the correct form of this pronoun as well as the correct form of the adjective.

¹ Keiser, 'kei'sər = emperor.

The adjective: *vakker*; *d.* *haven*. *d...* *pikene*.
d....huset.

The adjective used as a noun:

Like English: *det gode* (good in general, goodness). *de gode* (the good, meaning all good people). But such forms have a more extended use in Norwegian.

Example: Which apple do you prefer? I prefer the red one; in Norwegian: *det røde*. The so-called prop-word (*one*) is not necessary in Norwegian.

Vocabulary

<i>den syttende</i> , 'sø'ttənə mai	<i>på avstand</i> , c. (at a distance)
(the seventeenth of May)	<i>nasjonáldrakt</i> , c. (national costume)
<i>nasjonáldag</i> , c. (independence day)	<i>fargerik</i> (richly coloured, picturesque)
<i>glede</i> , c. (joy)	<i>den sjuende</i> , 'su':ənə (the seventh)
<i>tog</i> , tå:g, n. (train, here: procession)	<i>bue</i> , c. (curve, bend)
<i>marsjere</i> , ma'sje:rə (-te)	<i>áholt</i> , past part. (beloved, popular)
(march)	<i>altán</i> , c. (balcony)
<i>flagg</i> , n. (flag)	<i>juble</i> (-et) (cheer)
<i>kledd i</i> (dressed in)	<i>hals</i> , c. (neck, here: throat)
<i>klær</i> , pl. (clothes)	<i>nedover</i> down(wards)
<i>anléding</i> , c. (occasion)	<i>så</i> , adv. (then)
<i>særlig</i> (especially)	<i>mot</i> (towards)
<i>drøy</i> , adj. (here: long, or "good")	<i>mínter</i> , adj. (gay, cheerful)
<i>time</i> , c. (hour)	<i>farge</i> , c. (colour)
<i>se på</i> (look at)	<i>overált</i> (everywhere)
<i>musikk-korps</i> , n. (band)	<i>nord</i> , no:r (north)
<i>marsj</i> , maʃ, c. (march)	<i>sør</i> (south)
<i>sang</i> , c. (song)	<i>mínterhet</i> , c. (gaiety)
<i>tone</i> , c. (sound, tune)	

195 Exercise 26a

Norges Nasjonaldag

Den syttende mai er Norges nasjonaldag, og det er stor glede over hele landet den dagen. Det er en fest (*a delight*) å se det lange toget med alle de glade barna som marsjerer gjennom gatene. Alle bærer små, vakre norske flagg i hånden, og de er kledd i sine (*their*) beste klær for anledningen.

I Oslo er barnetoget særlig langt. Du kan stå i (*for*) to drøye timer og se på det.

Hver skole har sitt eget musikk-korps, som hele tiden spiller nasjonale marsjer og sanger. Du kan høre de friske tonene på lang avstand. Guttene er kledd i fine røde, hvite og blå drakter (*here: uniforms*), og småpikene i fine nasjonaldrakter. Det fargerike toget marsjerer så i en stor bue opp til det vakre slottet.

Nordmennenes avholdte konge, Håkon den Sjuende, står på altanen og hilser de små barna, og disse jubler av full hals (*for all they are worth, at the top of their voices*).

Toget går så videre (*on*) nedover mot den muntre byen. Du ser norske flagg og norske farger overalt, og du møter smilende ansikter og hører vennlige ord. Alle er i godt humør, det vi på (*in*) norsk kaller: "perlehumør." (perle (*c.*) = pearl).

I alle Norges byer fra nord til sør finner vi den samme glede og munterhet.

Vocabulary

samtale, c. (conversation)	ørret, c. (trout)
ferie, 'fe':riə, c. (holiday, vacation)	bli méd en (come with, or join one)
Hvordan står det til ? (How are you ?)	som du vil (as you wish)
Bare bra, takk (Very well, thanks)	jeg ville gjerne høre (I should like to hear)
brun (brown)	tur, c. (trip)
neger, 'ne':gər, c. (negro)	streife (-et) omkring (roam about)

<i>på fjellet</i> (sg.) (up in the mountains)	<i>Det passer meg utmerket,</i> <i>'u':tmærkət</i> (It suits me fine)
<i>mye</i> (much)	
<i>en fem -seks kilo, 'çɪ':lo</i> (some five or six " kilos ")	

195 Exercise 26b

Conversation after a holiday

Hallo, old friend. How are you ? Very well, thanks. You are as " brown " as a negro. Yes, I have been up in the mountains (for) a week, and we had glorious sunshine. Did you get many (tr. *much*) fish ? Well (*Ja*), some five or six kilos of fine, big trout. Are you very busy ? (Note : *Har du det svært travelt*). No, not really. (*Nei, i grunnen ikke*). Can't you (translate : can you not) come home with me ? As you wish. I should like to hear more about (*om*) your trip.

Shall we go (*dra*) together next year ? That will suit me fine. I am very fond of fishing^D and (*og*) roaming about in (*i*) the mountains. (Use the singular in Norwegian).

COMPARISON OF ADJECTIVES

In Norwegian, as in English, there are three degrees of comparison : (1) *the Positive* ; (2) *the Comparative* ; and (3) *the Superlative*. Further similarities are the two ways of comparing adjectives, either : (1) by means of an ending, or (2) by using " *mer* " (more) and " *mest* " (most).

Most adjectives form their comparatives by adding *-ere* to the positive form.

Superlatives are formed by adding *-est* to the positive form.

Example :

Positive	Comparative	Superlative
<i>rik</i> (rich)	<i>rikere</i>	<i>rikest</i>
<i>dum</i> (stupid)	<i>dummere</i>	<i>dúmmest</i>

(*m* is always doubled before *-ere* and *-est*).

^D There is no form corresponding to the English *gerund* in *-ing*, as any kind of preposition may be used before the infinitive. (see p. 161.)

Example : I am fond of fishing, must be rendered : *Jeg er glad i å fiske.* (Lit. : I am fond of to fish).

SOME IRREGULARITIES IN THE COMPARISON

(1) Adjectives ending in *-ig* (*-lig*), where the *g* is not pronounced except in superlative, where it may be heard, have *-ere* in comparative, but only *-st* in superlative.

Examples :

<i>billig</i> (cheap)	<i>billigere</i>	<i>billigst</i>
<i>lykkeig</i> (happy)	<i>lykkeligere</i>	<i>lykkeligst</i>

The same thing applies to adjectives in *-som*, where the *m* is doubled before the vowel in the comparative :

<i>virksom</i> (active)	<i>virksommere</i>	<i>virksomst</i>
<i>langsom</i> (slow)	<i>langsommere</i>	<i>langsomst</i>

(2) Adjectives ending in an unstressed *-el*, *-en* or *-er* drop the *-e*, as we should expect, before the comparative and superlative endings.

Example :

<i>trável</i> (busy)	<i>travlere</i>	<i>trávlest</i>
<i>doven</i> (lazy)	<i>dovnere</i>	<i>dóvnest</i>
<i>síkker</i> (sure, safe)	<i>sikrere</i>	<i>sikrest</i>
<i>tápper</i> (brave)	<i>taprere</i>	<i>táprest</i>

(For the reduction of double consonants in the last two comparatives and superlatives, see page 104).

(3) A number of adjectives have just *-re* in the comparative and *-st* in superlative.

These are :

(a) Adjectives ending in a weakly stressed <i>-e</i> , e.g. :		
<i>stille</i> (still, quiet)	<i>stillere</i>	<i>stillest</i>

Example : The well-known proverb : *Stillest vann har ofte dypest grunn.* (Still waters run deep).

(b) A group of adjectives which undergo "mutation" in the comparative and superlative (*a>e*, *o>ø*, *u>y*, *å>æ*) and have single tone.

<i>lang</i> (long)	<i>lengre</i>	<i>lengst</i>
<i>ung</i> (young)	<i>yngre</i>	<i>yngst</i>
<i>tung</i> (heavy)	<i>tyngre</i> , also regular <i>tùngere</i>	<i>tyngst</i> , also <i>tùngest</i>
<i>stor</i> (big)	<i>større</i>	<i>størst</i>
With <i>-est</i> in the superlative :		
<i>få</i> (few)	<i>færre</i>	<i>færrest</i>

(c) The following adjectives form their comparatives and superlatives from an entirely different stem. English has the same peculiarity :

<i>gammel</i> (old)	<i>eldre</i>	<i>eldst</i>
<i>god</i> (good, fine)	<i>b��drene</i>	<i>best</i>
<i>ond, vond</i> (bad)	<i>v��rre</i>	<i>verst</i>
<i>liten</i> (little)	<i>mindre</i>	<i>minst</i>

(d) Finally there are a number of comparatives and superlatives with no corresponding form in positive. We must replace the missing form by an adverb.

Adverbs		
<i>bakre</i> (hind)	<i>b��kerst</i> (hindmost)	<i>bak</i> (behind)
<i>bortre</i> (farther)	<i>b��rtest</i> (farthest)	<i>bort</i> (away)
<i>fremre</i> ("anterior")	<i>fremst</i> (foremost)	<i>fram</i> (forward)
<i>indre</i> (inner)	<i>innerst</i> (inmost)	<i>inne</i> (within)
<i>ytre</i> (outer)	<i>y��tterst</i> (utmost)	<i>ute</i> (out)
<i>��vre</i> (upper)	<i>��verst</i> (uppermost)	<i>over</i> (above)
<i>nedre</i> (lower)	<i>n��derst</i> (lowest)	<i>nede</i> (down)
<i>midtre</i>	<i>midterst</i> (midmost)	<i>midt</i> (middle)

The following are only used in the comparative :

nordre, 'no  rdr   (northern) of *nord* (north), *s  ndre* or *s  re* (southern) of *s  r*, *syd* (south), *  stre* (eastern) of *  st* (east), *vestre* (western) of *vest* (west).

Only in the superlative :

nest (next), *f  rst* (first), *sist* (last), *f  rrest* (foremost), *  pperst*, 'y  pp  st (supreme), *m  llomst* (in the middle).

Note.—*n  er* (near) has the comparative : *n  ermere*, the superlative : *n  ermest*.

Example : *I (den) n  ermeste fremtid*. (In the near future).

It is very important to note that the superlatives usually change from single tone to double tone when they are inflected.

Vocabulary

<i>sitat</i> , si��ta:t, n. (quotation)	<i>jo-</i> dess or desto (the—the)
<i>sak</i> , c. (cause, matter)	<i>tak</i> , n. (grasp, here : effort)

195 Exercise 27a

Fikk du noe fisk ? Nei, ikke mye. Kjenner du dette sitatet av Bj  rnson : jo st  rre sak, dess tyngre tak, men desto st  rre seier. Hun er lykkeligere enn

alle andre mennesker. Han er det dumreste menneske jeg har møtt. Kan du ikke finne et bedre ord for det? Det er sikrest å ta toget. Spitfire-flyet er det hurtigste flyet som er bygd.

Idiomatic expression: *Det er ikke så verst, væst.* (It is not too bad).

Vocabulary

<i>grunn</i> , c. (reason)	<i>tre ganger</i> (three times)
<i>dam</i> , c. (pond)	<i>bitt</i> or <i>napp</i> , n. (bite, when
<i>rope på en</i> (call someone)	angling)

196 Exercise 27b

Translate into Norwegian :

HIS REASONS

A little boy was fishing in a pond. His mother called him five times. But he did not answer. She went down to the pond and asked him why he had not^① answered. "I did not hear you the first three times, and the last time I had a bite."

COMPARISON BY "MER" AND "MEST"

In Norwegian, as in English, adjectives of two or more syllables do not form their comparative and superlative with endings, but require the use of "mer" and "mest." The student of Norwegian, however, will very soon notice that this method is more extensively used in Norwegian, and even occurs with monosyllables where, however, the usual endings can be employed.

(1) Adjectives of two or more syllables ending in :

(a) -sk : *krigersk* (warlike), *mer krigersk*, *mest krigersk*.

Further examples are : *barbárisk* (barbaric), *dýrisk* (beastly), *hystérisk* (hysterical).

(b) -et : *steinet* (stony), *bakket* (hilly).

(c) -en, generally derived from nouns : *ullen* (woollen), *gyllen* (golden), *våken* (awake).

(2) The adjectives : *fremmed* (unfamiliar, foreign) and *verdt* (sometimes : *verd*) (worth).

^①For the place of *ikke* see page 95.

Verdt is only used predicatively : *tómtēn* (the site) *er mer verdt enn* (than) *huset*.

(3) **Participles**: The past participle and the present participle.

Example : *Han er mer fryktet* (feared) *enn elsket*. *Hans unge kone dérimot* (on the other hand) *har et mer vinnende vésen* (a more charming nature).

USE OF THE COMPARATIVE AND SUPERLATIVE

The comparative form is indeclinable.

Example : *Hans hus er større enn mitt*.

The superlatives have *-e* in the weak declension and also in the plural of the strong declension, but otherwise they take no ending.

Hvem er størst av dere to? We could also say : *Hvem er den største av dere to*, the weak declension being required after *den*.

Some very common comparative forms have got a rather specific meaning : they express a fairly high degree. These are :

ÉLDRE. *En eldre dame* (an elderly lady) *satt ved siden av* (beside) *meg på trikken* (in the tram).

BÉDRE. *Siden* (as) *det er sondag i dag*, *har jeg spist en bedre middag*. (quite a good dinner).

LÉNGRE. *Han har gått en lengre tur* (a rather long walk). *Han har arbeidet på boken i lengre tid* (for a considerable time).

HØYERE. *Hans far var en høyere offiser*, *åfi'se:r* (senior officer).

STØRRE. *Han kjøpte et større parti*, *pa'ti: te* (a considerable consignment of tea).

MÍNDRE. *Vi diskuterte* (discussed) *en del mindre detaljer* (some minor details).

In cautious statements used as an adverb : In a cautiously suggested condemnation **MÍNDRE** may be equivalent to a negative.

Example : *Det var en mindre pen oppførsel*, *'åp'fø:səl* (meaning really : rather bad behaviour). *Det var mindre bra* (not so good).

Note.—ÁLLER is often used to emphasize the superlative : *aller best*, i.e. the very best, best of all.

The adverb used before the comparative is : **MYE** (also *meget*) corresponding to English **MUCH**.

Vocabulary

<i>dyp</i> (deep)	<i>utenlandsk</i> (foreign)
<i>dal</i> , c. (valley)	<i>beundre</i> (-et) (admire)
<i>stri</i> (persistent, swift-flowing (of rivers))	<i>nordover</i> , 'no':råvær (northwards)
<i>sørover</i> (southward)	<i>smal</i> (narrow)
<i>munne</i> (-et) <i>ut i</i> (flow into)	<i>kilometer</i> (km.) (kilometer, about $\frac{1}{2}$ of a mile)
<i>fabrikk</i> , c. (factory)	<i>grense</i> , c. (border, frontier)
<i>fart</i> , c. (speed)	<i>Svenskegrensen</i> (the Swedish frontier)
<i>den ene—den annen</i> (one—the other)	<i>område</i> , n. (area)
<i>foss</i> , c. (waterfall)	<i>fjellparti</i> , n. (pl.: -er) (mountain range, area)
<i>rik på</i> (rich in)	<i>over havet</i> (above sea-level)
<i>turist</i> , c. (tourist)	<i>likeså stor som</i> (as big as)
<i>laks</i> , c. (salmon)	<i>omtrént</i> (almost, about)
<i>kyst</i> , c. (coast)	<i>for eksémpel</i> , n. (abbr. <i>f. eks</i>) (for example)
<i>helt til</i> (as far as)	<i>sjøfart</i> , c. (shipping)
<i>sjøfarende</i> (seafaring)	<i>sjøfartsby</i> c. (shipping town)
<i>nasjon</i> , na'so:n, c. (nation)	<i>histórie</i> , c. (history)
<i>håndelsflåte</i> , c. (merchant navy)	<i>det samme gjelder</i> (the same applies to, or can be said about)
<i>verden</i> , 'væ'rdən, c. (world)	<i>høre til</i> (belong to, be amongst)
<i>vérdenhav</i> , n. (ocean)	
<i>viae</i> (-et) (wave)	
<i>havn</i> , c. (harbour)	
<i>fjord</i> , c. (fjord)	
<i>stykke</i> , n. (1) piece ; (2) distance	

196 Exercise 28a

NORGES GEOGRAFI [geogra'fi]

I Norge finner en høye fjell, dype daler og strie elver. Den lengste elva heter Glåma. Den kommer fra Aursund-sjøen, og renner sørover og munner ut i havet ved byen Frédrikstad, en av de mest kjente fabrikkbyer i Norge.

De norske elvene har stor fart, og den ene store fossen følger etter den andre. De er også rike på fisk, og engelske turister fisker laks i mange av våre elver.

Norge har en lang kyst, og nordmennene begynte tidlig å seile på sjøen. De hadde da ikke så store skip som vi har nå. Dere har sikkert (*surely*) hørt om de vakre Vikingskipene. Med disse små skipene seilte de helt til England og Frankrike.

I moderne tid er nordmennene velkjent som en sjøfarende nasjon. Landet har en meget stor handelsflåte, en av de største i verden, og en kan møte norske skip på alle verdenshav. Det norske flagget vaier i hver større havn.

~~Norge~~ har mange dype og lange fjorder. Den lengste er ~~den kjente~~ Sognefjorden som går et langt stykke inn i landet med høye fjell på begge (*both*) sider. Den er meget vakker, og de utenlandske turister beundrer den svært.

Etter hvert som (*as*) man kommer lengre nordover, blir landet ^① smalere og smalere. På det smaleste stedet, ved byen Narvik, er det bare omtrent 8km. til Svenskegrensen. På det bredeste stedet er avstanden fra vestkysten til Sverige omtrent 450 km.

I den midtre del av dette brede området ligger Norges høyeste fjellpartier : Jotunheimen og Rondane. Den aller høyeste fjelltoppen heter Galdhøpiggen. Den er 2468 meter over havet og ligger i det ville fjellpartiet Jotunheimen.

Norges hovedstad heter Oslo, og er den største byen i landet. Den er omtrent like stor som den engelske kullbyen Newcastle. Andre større byer er f. eks. Bergen og Trondheim. Bergen er kjent som en livlig sjøfartsby med en interessant historie.

Det samme gjelder Trondheim. De hører begge til Norges aller eldste byer.

^①For change of word order see page 179.

Vocabulary

<i>tre</i> (three)	<i>passasjérbåt</i> , c. (liner)
<i>fire</i> (four)	<i>straks</i> (immediately)
<i>sju (syv)</i> (seven)	<i>ukjent</i> (unknown)
<i>lys</i> (here : fair)	<i>mennesker</i> , n. pl. } (people)
<i>veldig</i> (exceedingly)	<i>folk</i> , n. pl.
<i>hissig</i> (hot-tempered)	<i>svenske</i> , c. (Swede)
<i>hver</i> (every)	<i>danske</i> , c. (Dane)
<i>trette (-et)</i> (quarrel)	<i>éngelskmann</i> , c. (Englishman)
<i>bakke</i> , c. (hill)	<i>vansklig</i> , 'va'nskeli (difficult)
<i>utsikt</i> , c. (view)	<i>de fleste av dem</i> (most of them)
<i>under</i> (below, under)	<i>stille</i> (quiet)
<i>kai</i> , f. (quay)	
<i>passasjer</i> , <i>passa'je:r</i> , o. (passenger)	

197 Exercise 28b

Translate into Norwegian :

Life in a seaside town.

I have two brothers and three sisters. My eldest brother is called Per. He is three years older than I. My youngest brother is four years younger than I, but much taller. All my sisters are very young. The eldest is only seven years old. All have fair hair and are very pretty. They are exceedingly fond of playing. (See pages 108, 167).

My two brothers are very strong and like to fight. They are both hot-tempered, but they quickly become good friends again, every time they have quarrelled. Our house stands (translate : lies) on the top of a hill, and we therefore have a fine view over the sea below. We can see all the big ships coming (translate : which come) into (*inn på*) the harbour. Some (*noen*) are white, others are red or black. It is very busy on the quay when a big liner comes in. The little town is immediately full of new, unknown people : Swedes, Danes, Germans and Englishmen. If you can speak foreign languages you can have many interesting

conversations with these people. The Swedes and Danes understand our own language.

Next morning the fine boat has (translate : is the fine boat) disappeared, and the town is as quiet as it was before.

NUMERALS

Here and there in our study we have already come across some numerals, but now we must learn the whole list. They are divided in *Cardinals* and *Ordinals*.

	Cardinals	Ordinals
0	null	
1	en (n. ett)	den første, 'fø̄stə
2	to	„ andre, annen, 'ānə
3	tre	„ tredje
4	fire	„ fjerde, 'fjǣ:rə
5	fem	„ femte
6	seks	„ sjette
7	*sju, syv	„ sjuende, syvende
8	åtte	„ åttende
9	ni	„ niende
10	ti	„ tiende
11	elleve, 'ēlvə	„ elevte, 'elləftə
12	tolv, tål	„ tolvte, 'tåltə
13	tretten	„ trettende
14	fjorten, 'fjōttn	„ fjortende
15	femten	„ femtende
16	seksten, 'seīstən	„ sekstende, 'seīstənə
17	sytten, 'søtttn	„ syttende, 'søttənə
18	atten	„ attende
19	nitten	„ nittende
20	*tjue, 'çū:ə, tyve	„ tjuende, tyvende
21	en og tjue (tyve)	„ en og tjuende
22	to og tjue, etc.	„ to og tjuende
30	tredve	„ tredevte, 'trēdəftə
31	en og tredve	„ en og tredevte
40	førsti or først	„ førtiende
41	en og først, etc.	„ en og førtiende
50	fémsti	„ fémtiende
51	en og femti, etc.	„ en og femtiende
60	séksti	„ sékstiende

	Cardinals	Ordinals
61	<i>en og seksti</i> , etc.	<i>den en og sekstiende</i>
70	<i>sytti</i> , 'sø'tti	" <i>syttiende</i> , 'sø'ttiende
80	<i>åtti</i>	" <i>åttiende</i>
90	<i>nitti</i>	" <i>nittiende</i>
100	<i>(et) hundre</i>	" <i>hundrede</i>
101	<i>hundre og en</i> (n. <i>ett</i>)	" <i>hundre og første</i>
129	<i>hundre og ni</i> og <i>tjue</i>	" <i>hundre og ni og tjue</i>
1000	<i>(et) túsen</i>	" <i>túsende</i>
100,000	<i>hundre tusen</i>	" <i>hundre tusende</i>
1,000,000	<i>en million, milli'on</i>	
1,579,365	<i>en million fem hun-</i> <i>dre og ni og</i> <i>sytti tusen tre</i> <i>hundre og fem og</i> <i>seksti.</i>	

A thousand million is called :
en milliard.

Now try to say the numbers in Exercise 28a.

* The forms *sju* and *tjue* were introduced in the last spelling reform, and to many they are still slightly unfamiliar.

The cardinals remain unchanged, except *en*, which has *ett* in the neuter (*tt* in order to distinguish it from the indefinite article in the neuter). It also has a weak form : *ene*, e.g. *den*, *det ene* (the one).

The ordinals are treated as weak forms of an adjective, *annen* being the only numeral which has different forms.

Common : *den annen*, neuter : *det annet*, 'a'nt : plural, *de andre*. The last form " *andre* " is very often used in all the above instances. With dates the form *annen* is used.

Tiden—Time

time, c. (hour)

klokke, f. (watch, clock)

sekund, sə'kun, n. (second)

minutt, mi'nut, n. (minute)

Hvor mange (or mye) er klokka ?
Hva er klokka ?

} What time is it ?

<i>Klokka er tolv</i>	12.0	(It is twelve o'clock).
<i>fem (minutter) over tolv</i>	12.05	(five past twelve)
<i>halv ett</i>	12.30	(half past twelve)
<i>ti over halv ett = tjue</i>		
<i>på ett</i>	12.40	(twenty to one)
<i>et kvarter, kva'te:r (kvart) på</i>		
<i>ett</i>	12.45	(a quarter to one)
<i>ti (minutter) på ett</i>	12.50	(ten to one)
<i>et kvarter (kvart) over ett</i>	1.15	(a quarter past one)
<i>presis, prø'si:s klokka åtte</i>	8.0	(eight o'clock sharp)

Officially the 24 hour system is now used.

Navn på måneder og årstider

<i>navn, n. på</i> (name of)	<i>kulde, c.</i> (cold)
<i>måned, 'må'zent, c.</i> (month)	<i>slik som</i> (such as)
<i>årstid, 'å':stid c.</i> (season)	<i>mens, conj.</i> (while)
<i>vår, c.</i> (spring)	<i>unntågen</i> (except)
<i>høst, c.</i> (autumn)	<i>skuddår, n.</i> (leap-year)
<i>gjerne</i> (here: generally)	<i>vanlig</i> (usually)
<i>slutt, c.</i> (end)	<i>uke, c.</i> (week)

197 Exercise 29a

Read aloud :

Året har tolv (12) måneder. Den første måned heter január, den andre február, den tredje mars, den fjerde april, den femte mai, den sjette júni, den sjuende júli, den åttende augúst, den niende septéMBER, den tiende oktober, åk'tå':bér den ellevte november, no've'mbér, den tolvte deséMBER, som er den siste måned i året.

Våren kommer i Norge i april og mai måned, og i juni og juli og august er det sommer. Høsten kommer i september og varer gjerne til slutten av november, da vinteren setter inn med kulde og snø. Noen måneder har 31 dager, slik som januar, mars, mai, juli, august, oktober og desember, mens april, juni, september og november har 30 dager, og februar har bare 28, unntagen hvert fjerde år, da den har 29. Det året heter skuddår. Et år har vanlig 365 dager, men når det er skuddår, 366. Det er 52 uker i et år. En uke har 7 dager.

Dagenes navn er : söndag, mndag, trsdag, onsdag, 'o'nsda, torsdag, 't':da, frdag, lrdag. (g mute as a rule in these words).

Vocabulary

Infinitive	Present	Past Participle
d (die)	dde	ddd
fde (bear)	fdte	fdt (born)

Note.—Jeg er fdt i januar. I was born in January.

Exercise 29b

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spørsml, 'sp'sml, n. (question) svar, n. (answer)

Questions and Answers

What do you know about the Norwegian poet : Bjrnstjerne Bjrnson ? Not much, I am afraid (dessverre). I know more about Ibsen. I know that Bjrnson wrote the Norwegian National Anthem, and that he was born (on) the 8th December, 1932.^① You mean 1832,^② don't you? (ikke sant ?) Oh, yes, of course. Do you remember when (nr) he died too (ogs) ? He died in the year 1910.^③ Which (Hva) is Norway's Independence Day ? It is the 17th^④ (of) May. Who is the present^⑤ King of Norway (gen -s) ? Hkon VII.^⑥ That was not bad.

Note.—forrige, 'f'rr, uke, mned=last week, month.

FRACTIONS

These are formed by adding the word *del*, c. (or sometimes *part*, *pat*, c.) to the ordinals, e.g. : $\frac{1}{2}$ en trdjedel, $\frac{2}{3}$ to tredjedeler. $\frac{1}{4}$ en fjerdedel, 'fj':rede(:)l (also called *en kvart*), $\frac{5}{6}$ fem sjttedeler, etc.

Note especially $\frac{1}{2}$ en halv, hal, $1\frac{1}{2}$ en og en halv, or very often *halvannen*, hal'a:n. When *halv* is treated as an adjective, it takes *-t* in the neuter, and *-e* in the plural and the weak conjugation.

^①Use letters. ^②nvrnde.

Examples : *en halv kopp te* (half a cup of tea). *et halvt glass vann (øl)* (half a glass of water (beer)). Plural : *halve flasker=halvflasker* (half bottles).

The definite article of the adjective is very often omitted. (See page 106, 3c). *Prinsessen og halve kongeriket*. (The princess and half the kingdom).

Forming a compound : *halvveis* (half way), *halvmåne* (half moon).

Halvdelen }
Halvparten } the half.

Example : *Halvdelen av befolkningen var négrier*. (Half of the population were negroes).

Collective Numbers

<i>et par</i>	..	..	..	a couple of, a few, a pair of
<i>Har du noen fyrstikker, 'fy' stik-kér ?</i>	..	..	..	Have you any matches ?
<i>Ja, jeg har et par stykker</i>	..			Yes, I have a few.
<i>et snes</i>	..	..	..	a score (generally used of eggs).
<i>Jeg kjøpte tre snes egg på torget i dag.</i>				I bought three scores of eggs at the market to-day.

et dusin, du'si:n, en tylvt, tyl(f)t a dozen, twelve.

dusin is oddly enough used mostly for counting buttons, whilst *tylvt* applies to timber.

en prosént one per cent.

Hva er rentefoten ? What is the rate of interest?

Den er 3% pro árno .. It is 3 per cent per annum.

Further Notes

Difference in number : *I det 19de og 20de århundre* (singular), compared with English : In the 19th and 20th centuries (plural). Further : *To og en halv måned* (singular). English : Two and a half months (plural). *Hvor gammel er du ?* (How old are you ?). *Jeg er en og tjue år* (en in spite of år being n.).

THE ADVERB

The neuter form of the adjective (ending in *-t*) serves as adverb as well. Refer back to page 111, paying special attention to when the *-t* is omitted.

Adjectives	Adverbs
<i>pen</i> (nice)	<i>pent</i>
<i>lang</i> (long, far)	<i>langt</i>
<i>stygg</i> (ugly, bad)	<i>stygt</i>
<i>sen</i> (slow, late)	<i>sent</i>
<i>lykkelig</i> (happy)	<i>lykkelig</i>

Examples :

Det var svært pent gjort. (That was very nicely done). *Vi har gått langt i dag.* (We have walked far to-day). *Det var stygt gjort.* (That was badly done). *Du kommer sent som vanlig.* (You are coming late as usual). *Hun var lykkelig gift.* (She was happily married).

COMPARISON OF ADVERBS

Apart from the positive (where the adverb has the ending *-t*), adverbs and adjectives are compared in exactly the same manner.

<i>sent</i> (late)	<i>senere</i>	<i>sénest</i>
<i>stygt</i> (badly)	<i>styggere</i>	<i>stýggest</i>
<i>kraftig</i> (powerfully)	<i>kraftigere</i>	<i>kráftigst</i>
<i>meget</i> (very)	<i>mer</i>	<i>mest</i>

As in English, there are some adverbs forming their comparative and superlative from a root different from that of the positive, e.g. :

<i>vel, godt, bra</i> (well)	<i>bédre</i>	<i>best</i>
<i>vondt, vont, ille</i> (badly)	<i>vérre</i>	<i>verst</i>
<i>gjerne</i> (willingly)	<i>héller</i> (rather)	<i>helst</i>

Tannlegen (the dentist) : “ *Gjør det vondt ?* ” (Does it hurt ?). *Pasienten, pasi'e'ntn* (the patient) : “ *Å ja ; det gjør ikke noe godt akkurat.* ” (Well, it isn’t exactly pleasant). *Tannlegen* : “ *Det skal ikke vare lenge.* ” (It won’t last long). *Pasienten* : “ *Jeg ville heller ha tanna trukket ut.* ” (I would rather have the tooth pulled out). *Tannlegen* : “ *Vel, det kan jeg gjerne gjøre.* ” (All right, I can very well do that).

Besides these derived adverbs there are in Norwegian, as in English, a great many independent adverbs.

Note.—Some very common adverbs of place have two forms, a short one signifying direction (*ut, inn*), and one with a final *-e* (*ute, inne*) expressing rest.

Direction (to a place)

- Jeg bilte hjem*
(I motored home).
Han er reist bort.
(He has gone away).
Onkel har gått ut i haven.
(Uncle has gone out into the garden.)
De gikk inn i spisestuen.
(They went into the dining-room).
Han kastet ballen opp i luften.
(He threw the ball up in the air).

Skipet gikk ned.
(The ship went down).
Vi kom fram til gården.
(We reached the farm).
Kom fram!
(Step forward).
Gå rett fram!
(Keep straight on)
Hvorhen har han gått? or
usually : *Hvor er han gått hen?*
(Where has he gone to ?)
De gikk hen til ham.
(They went up to him).

Rest (at a place)

- Det var ingen hjemme.*
(There was nobody at home).
Han er borte i dag.
(He is away to-day).
Skal du spise middag ute i dag.
(Are you dining out to-day).
Er Per inne?
(Is Per in ?)

Ørnen svevet høyt oppe i luften.
(The eagle was soaring high up in the air).
Bonden bor nede i dalen.
(The farmer lives down in the valley).
Er vi snart framme?
(Shall we soon be there ?
(i.e. at our destination).
Du må sitte framme.
(You must sit in the front).
Skapet står henne i hjørnet.
(The cupboard stands over in the corner).
Most people would use **borte** here, instead of **henne**.

Expressions : *Jeg har lett både oppe og nede.* (I have searched both high and low). *Hva han sier går inn av (ad) det ene øret og ut av det andre.* (What he says goes in at one ear and out at the other). *Hun visste hverken ut eller inn.* (Meaning : She was at her wits' end). *Borte er godt, men hjemme er best.*

Note.—The past participle and the present participle can be used as adverbs without being altered.

strålende
glimrende } as adv. splendidly, gloriously.

Example : *Hun er strålende vakker. Stykket ble glimrende spilt.* Past participle : *Han er så fordømt sen* (damned slow).

Alphabetical list of some of the most common adverbs in everyday speech :

<i>akkurát</i> (exactly, just)	<i>kanskje</i> , 'ka:nʃə (perhaps)
<i>aldeles</i> , al'de:les (completely)	<i>lenge</i> (long, a long time)
<i>allerede</i> , alt (already)	<i>litt</i> (a little, a bit)
<i>(al)likevel</i> (still, yet, anyway)	<i>neppe</i> (hardly, scarcely)
<i>alltid</i> , 'a:lti(d) (always)	<i>néttopp</i> (exactly, also : recently)
<i>áltfor</i> ((far, much) too)	<i>nok</i> , nåk (enough, plenty) (see below)
<i>áltå</i> (consequently)	<i>nókså</i> (fairly, rather)
<i>av og til</i> (occasionally)	<i>nesten</i> (almost)
<i>av sted</i> , av 'ste: (away, off)	<i>ofte</i> , oftere, óftest (often)
<i>bare</i> (only)	<i>nylig</i> , nyss (recently)
<i>da</i> (then) (see below)	<i>når</i> (when, at what time)
<i>derfor</i> , 'dæ'rfår (therefore)	<i>også</i> , 'å:sså (too, also, as well)
<i>ikke desto mindre</i> (none the less)	<i>overált</i> (everywhere)
<i>dog</i> , då:g (though, yet)	<i>overmåte</i> (exceedingly, extremely)
<i>etterpå</i> (afterwards)	<i>overordentlig</i> , ávær'å'ntli (extraordinarily)
<i>éllers</i> (otherwise)	<i>på ný</i> (again)
<i>endog</i> (even)	<i>plutselig</i> , 'plu:tsəli (suddenly)
<i>ennå</i> } (still, yet)	<i>riktig</i> (very, quite)
<i>enda</i> } (still, yet)	<i>sannelig</i> (indeed)
<i>for</i> (too)	<i>siden</i> (since, then, later)
<i>forresten</i> , få're'stn (however, by the way)	<i>snart</i> (soon)
<i>fort</i> (quickly)	<i>sommetider</i> } (sometimes)
<i>fremdeles</i> , frem'de:les	<i>stundom</i> } (sometimes)
<i>før</i> (earlier, before)	

ganske (quite)
hvorfor, 'vo'rfa:r (why)
hvórfra (from where,
 whence)
heller ikke (nor, neither)
imidlertid, i'mi'dlærtid (but,
 however)
i sær, særlig (especially)
ja (yes)
jo (yes, after a negative)
 (see below)

så, således (so, thus)
særdeles, sær'de:læs (ex-
 ceptionally)
temmelig (rather, quite)
undertiden, unne'ti:dn
 (occasionally)
visst (1 certainly ; 2 I
 dare say, apparently)
visstnok (it is true, no
 doubt)
vel (well) (see below)

Finally there are a few very common adverbs which serve to modify a statement in various ways.

It is difficult to define these words as the shades of meaning they convey are in many cases so subtle.

In these connections they have a meaning entirely different from their original one.

There are four of them : *DA, VEL, NOK, JO.*

(1) *DA* (almost: after all).

Han har da en del erfaring. (After all he has some experience).

(2) *VEL* denotes hesitant supposition.

Det er vel ikke meg du sikter til ? (It is not me you are referring to, I suppose).

(a) Also in cautious asking : *Jeg kunne vel ikke få låne sykkelen din ?* (Do you think I could borrow your bike ?).

(b) Both *DA* and *VEL* used together : *Det er da vel ikke livet om å gjøre ?* (It is not a matter of life and death, surely ?).

(3) *NOK* modifies a command or an assurance.

Du får nok gjøre som jeg sier. (You had better do as I tell you). *Er det sant ? Ja, det er nok det, dessverre.* (Is it true ? Yes, it is, I am afraid). *Du forstår meg nok.* (I am sure you understand me).

(4) *JO* (almost : as you know).

Klokka er jo alt fem. (It is already five o'clock, you know).

For place of adverbs see page 179.

Inversion caused by adverbs

Note.—When an adverb comes before the subject the result is inverted word order.

Examples : *Likevel liker jeg det.*
 2 1
 1 2
 Still I like it.

Vocabulary

<i>foreldre, få'reldrø</i> (parents)	<i>hjertelig, 'jæ'təli</i> (hearty, cordial)
<i>for- siden</i> (ago)	<i>skuespill, n.</i> (play)
<i>linje, c.</i> (line)	<i>konsert</i> (pl. -er) <i>kånsæt, c.</i> (concert)
<i>i all hast</i> , c. (all in a hurry)	<i>fottur, c.</i> (walking tour)
<i>kaffe, 'ka'ffø</i> , c. (coffee)	<i>slutte (-et)</i> (close, end)
<i>røke (-te)</i> (smoke)	
<i>sigarett, siga'ret</i> , c. (cigarette)	
<i>anta, 'a'nta(:)</i> (suppose) (conjugated as : <i>ta</i>)	

Idiom : *å ha det bra* (to be comfortable).

198 Exercise 30a

Holmenkollen, 28 de juli, 1937.

Kjære foreldre !

Takk for brevet. Jeg fikk det akkurat for en time siden og sender dere noen få linjer i all hast. Jeg har det aldeles utmerket, i sær når det gjelder (see page 78) mat og frisk luft.

I går var hele familien ute på Bygdøy og badet. Solen skinte som vanlig. Det regner visst aldri her.

Det var fullt av folk overalt, unge og gamle, som badet og lå i solen etterpå. Vannet var temmelig varmt. Ellers ville nok ikke jeg ha våget å gå uti (*in*).

Etterpå drakk vi kaffe på stranda og røkte en sigarett eller to.

Jeg har ikke fått noe (*any*) brev fra Ola enda, men han skriver nok snart, *antar jeg*.

Hjertelig hilsen

Rolf.

199 Exercise 30b

Oslo, 25th August, 1938.

Dear friend,

Thank you for your last letter which I got exactly a week ago. I must tell you that this will be (*bli*) just a short letter. You ask me what I have seen in Oslo. I have seen many interesting things recently, several films and plays, and have also heard some good concerts. I can now tell you that next month *I am going* (translate : *skal jeg . . .*) back to England again. Therefore, *I try* to see as much of Norway as I can.

I have also recently been on a long walking tour in the "Nordmarka." It was a little too long for me, so I was rather tired when I reached the town. But still *I liked* it. You get plenty of fresh air. You can hardly find anything (*noe*) which is better for you, can you ? Well, I must close now.

Hope to see you again soon.

Best wishes,

Gunnar.

COMPOUND VERBS

There are in Norwegian a number of particles like : *av* (of), *fra* (from), *frem*^① (forward), *inn* (in), *ut* (out), *opp* (up), *ned* (down), *om* (about, of)—partly adverbs and partly prepositions—that are used to form so-called *compound verbs*. Cf. English : upset, uphold, undertake, and others, although they are not nearly so common as in Norwegian.

Examples : *oppbygge* (build up) ; *avfyre* (fire (off), i.e. a shot).

^① Alternating with *fram*.

But these compound verbs may also be split up, giving : *bygge opp* and *fyre av*, which are the more natural forms and in keeping with everyday speech. The compound forms should be avoided whenever possible.

Sometimes, however, there is a considerable difference in meaning between the compound and the separable form.

Example : *Han står opp*. (He gets up), but : *Det oppstod en trette*. (A quarrel arose).

Rule.—The compound verb is used in a figurative sense, whilst the separable form (here : *står opp*) is used in the concrete sense.

Further examples : *Fienden er blitt avskåret*. (The enemy has been cut off), but : *Legen skar av benet* (or *benet av*). (Lit. The physician cut the leg off).

Unnskyld at jeg avbryter Dem (Excuse my interrupting you) but : *Han brøt av en gren*. (He broke off a branch). *Politiet innhentet tyven*. (The police overtook the thief), but : *Han ble hentet inn*. (He was fetched in).

It may be inferred from the introduction that the above rule is not always rigidly adhered to.

Jegeren avfyrte et skudd or *Jegeren fyrte av et skudd*. (The hunter fired (off) a shot). You may hear both : *Forfatteren utgav en roman*, and : *Forfatteren gav ut en roman*. (The author published a novel). There is a growing tendency, however, to split the compound verbs.

AUXILIARY VERBS IN NORWEGIAN

We have already met with three important auxiliaries, *VÆRE* (to be), *HA* (to have), and *BLI* (to become, get), which we found were used for forming the so-called compound tenses.

Example : *Han har vært her. Hun er blitt drept* (killed).

In this chapter we shall learn what are known as the modal auxiliaries, first of all those which are used to form the future tense.

For nearly all of them there are equivalents in English, although they may differ in some respects.

As in English they have a rather irregular conjugation.

THE FUTURE TENSE

The two verbs in question are *skulle* and *ville*.

They are conjugated in the following way :

Present tense	Past tense	Participle	Infinitive
<i>skal</i> (shall)	<i>skulle</i>	<i>skullet</i>	<i>skulle</i>
<i>vil</i> (will)	<i>ville</i>	<i>villet</i>	<i>ville</i>

Of some help here is the fact that they are used to a certain extent in the same way as the corresponding SHALL and WILL in English, i.e. *SKAL* in the first person, and *VIL* in the second and third person, but the student had better not rely too much on this.

Future

Jeg skal komme i morgen. (I shall come to-morrow).
Du vil snart merke det. (You will soon notice that). *Det vil ta lang tid før han blir frisk igjen.* (It will take a long time before he gets well again).

Note.—Very often the present tense is used especially when an adverb of time clearly indicates the future sense. *Han reiser i morgen.* (He is leaving to-morrow). *Det blir vanskelig* (that will be difficult).

A peculiarity about Norwegian is that when the direction is sufficiently expressed by an adverb of place or a preposition, the verb of motion is very often left out after : *SKAL*, *VIL* and *MÅ*.^①

Example : *Hvor skal du hen?* *Jeg skal ned på stasjonen.* (I am going down to the station). When two events synchronize, the expression used is : *SKULLE TIL Å* (be about to, going to). *Jeg skulle nettopp til å legge meg da telefonen ringte.* (I was just about to go to bed when the telephone rang).

Note.—The English future expression : I AM GOING TO + infinitive is best rendered with JEG SKAL + infinitive in Norwegian.

I am going to do it now. (*Jeg skal gjøre det nå*)

^①Cf. Shakespeare : 'Wit, whither wilt ?'

VIL very often implies that something is likely to happen.

Example : *Det vil koste ham mange penger.* (It is going to cost him a lot of money). *Det vil bli vanskelig for meg å få tid til det.* (It will be difficult for me to get time for it). *Gå forsiktig, få 'sí'kti over isen, ellers vil du falle igjennom.* (Step carefully over the ice, or you will fall through).

In many instances the future tense is indicated by the expression : " *KOMME TIL Å* " in the present tense. *Jeg kommer til å reise bort i morgen*, instead of *Jeg skal*. . . .

199 Exercise 31a

Translate the following sentences :

Hva skal du gjøre med den store øksa¹ du har i hånden ? Jeg skal hugge² ned den store grana³ som står der like foran (*just in front of*) huset mitt. Den skygger for solen. Og det vil jeg ikke vite av⁴. Det tror jeg du kommer til å angre på⁵. Hvorfor det ? Det treet er jo så vakkert. Det pynter opp⁶ hele gårdsplassen⁷ din. Sant nok, men jeg vil heller⁸ ha sol inn i værelset mitt.

axe¹; cut, or hew down²; spruce³; I won't have it⁴; regret⁵; decorate⁶; court-yard⁷; I will (would) rather⁸.

199 Exercise 31b

Turn the following sentences into the future tense and translate :

I am reading the book.

I am writing a letter to you.

I went to Holmenkollen.

I met her at (*på*) a dance.

Future Perfect

skal ha lest

shall have read

vil ha lest

will have read

Example : *Jeg skal (vil) nok ha lest boken når du kommer tilbake.* (I shall probably have read the book by the time you are back). *Du vil ha glemt det når den tid kommer.* (You will have forgotten it by then).

Conditional 1st

skulle (ville) lese
should (would) read

Here, too, the verb of motion is sometimes omitted. (Cf. p. 128) *skulle* may indicate determination and obligation like *should* in English.

200 Exercise 32

Translate the following :

Avtalen¹ var at jeg skulle møte ham klokka tolv på torget hvis det ble fint vær. Vi skulle dra på fisketur² til Váldres, og bussen skulle gå fra torget.³

Men det viste seg⁴ at ruten var innstilt⁵ akkurat⁶ den dagen, og der stod vi da med våre fiskestenger⁷ og våre tunge ryggsekker⁸ og *med en lang nese*⁹ (i.e. disappointed or cheated).

Man skulle alltid undersøke busstidene nøye¹⁰ før man reiser noe sted.¹¹

arrangement¹ (c.) ; go on a fishing-trip² (c.) ; market-place³ (n.) ; it appeared⁴ ; cancelled⁵ ; on that very day⁶ ; fishing-rod⁷ (f.) ; rucksack⁸ (c.) ; nose⁹ ; carefully¹⁰ ; anywhere¹¹.

200 Exercise 33

Connect the following sentences with those below, making the necessary changes : (1) Jeg spurte om . . . (2) Politiet fortalte at . . . (3) Bonden tvilte på at . . . (4) Per mente at . . . (1) Han skal reise. (2) Det vil få alvorlige følger. (*serious consequences*). (3) Det vil lønne seg (*pay*). (4) Han vil få permisjon, *pærmi'so:n* c. (*leave*) om (*in*) to måneder.

Conditional 2nd

skulle (ville) ha lest
should (would) have read

Example : *Han skulle ha vært her allerede i går, men ble antakelig forhindret fra å komme.* (He should have been here already yesterday, but was probably prevented from com-

ing). *Det ville ha vært bedre om du kunne ha kommet i morgen.* (It would have been better if you could have come tomorrow).

200 Exercise 34

Translate into Norwegian :

I would have phoned¹ you if I had known that you were in (the) town. Why didn't you tell me that you were coming? (Use Conditional 1st). I am so sorry. (*Jeg beklager meget*).

I had to (translate : *måtte*) leave in a hurry² and did not get time to (*til å*) write. Otherwise³ I should (translate: would) certainly have informed⁴ you.

¹telefonere (-te), telefo'ne':rə; ²i all hast; ³ellers; ⁴underrette (-et).

More on SKAL and VIL

Besides denoting the future, *SKAL* and *VIL* also express other meanings, as already indicated.

SKAL often expresses a command : *Du skal ikke stjele!* (Thou shalt not steal!). *Du skal ikke spise med kniven!* (Do not eat with the knife!) Determination : *Det skal aldri skje!* (It shall never happen!) Or a moral obligation, as in English : ought to. *Du skulle venne deg til å tale andre folks meninger.* (You should (or ought to) accustom yourself to tolerate other people's opinions). *Hva skal jeg gjøre?* (What shall I do ? or also What am I to do ?)

Note especially the meaning of *SKAL*=is supposed to, is said to. *Han skal være rik.* (He is supposed to be rich). (Cf. German : *Er soll reich sein*).

VIL generally suggests a personal desire, volition. English : want to, like to, wish.

Vil du ha te eller kaffe? (Would you like tea or coffee ?) *Jeg vil helst ha kaffe, takk.* (I would rather have coffee, please).

Note.—A sentence like : I want you to come, must in Norwegian be rendered by two clauses : *Jeg vil at du skal komme. Dessverre, jeg kan ikke.* (I am sorry, I can't). *Vel, gjør som du vil.* (Well, do as you like (or please)). *Ta hva du vil !* (Take what you like). In the shop : *Jeg skulle ha et par sko*=I want a pair of shoes.

vers, n.—verse.

dikt, n.—poem.

200 Exercise 35

Første vers av Bjørnstjerne Bjørnsons dikt :

Over de høye fjelle¹

Read and learn by heart:

Undrer meg på, hva jeg får å se
over de høye fjelle ?^①

Øyet møter nok bare sne,^②
rundt omkring står det grønne tre
ville så gjerne over,
tro^③ når det reisen vover.^④

^①Obsol. for : *fjell*; ^②now mostly : *snø*; ^③I wonder;

^④Obsol. for : *våger*, (dares).

OTHER AUXILIARIES

Present	Past tense	Past participle	Infinitive
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(1) <i>kan</i>	<i>kunne</i>	<i>kunnet</i>	<i>kunne</i>
can	could	been able to	be able to

The Norwegian *JEG KAN* usually covers the English : I can, I am able to, and sometimes : I may.

Example : *Du kan synge meget pent hvis du virkelig vil.* (You can sing very beautifully, if you really want to). *Kan De snakke norsk ?* (Can you speak Norwegian ?) In the last sentence “*snakke*” can be omitted : *Kan De norsk ?* *KAN* in this special case is equivalent to English “know”.

Asking for permission, English : may. *Kan jeg (få) låne pennen din et øyeblikk ?* (May (or can, as in Norwegian) I borrow your pen for a moment ?)

Present	Past tense	Past participle	Infinitive
(2) <i>må</i>	<i>måtte</i>	<i>måttet</i>	<i>måtte</i>
must	had to	have had to	to have to

Vi må hjelpe ham. (We must help him). Past tense : *Jeg måtte gå før forestillingen 'få':ræstillingen var slutt for å nå toget.* (I had to go before the performance was finished to catch the train). *Jeg har måttet gjøre det = Jeg er blitt nødt til å gjøre det.* (I have had to do it).

In polite questions : *Må jeg (få lov til å) komme inn ?* (May I come in ?)

Present	Past tense	Past participle	Infinitive
(3) <i>bør</i> (ought to)	<i>burde</i>	<i>burdet</i>	<i>burde</i> 'bu:rðə

This verb denotes what is the most proper and suitable thing to do. *Man bør gå tidlig til sengs.* (One ought to go to bed early). *Jeg syns du burde be ham om unnskyldning.* (I think you ought to ask his pardon).

Present	Past tense	Past participle	Infinitive
(4) <i>tør</i>	<i>torde, 'to':rə</i>	<i>tort</i>	<i>tore</i> (dare)

Hun tør ikke gå alene i mørket. (She dares not walk alone in the darkness). *Han torde ikke påstå at det var sant.* (He dared not maintain that it was true). Sometimes *tore* also indicates a vague possibility : *Det torde være vanskelig.* (It might be difficult). *Tør jeg spørre hvem De er ?* (May I ask who you are ?)

(5) *få* (get)—*fikk*—*fått* is used in many connections and with various meanings in everyday speech :

(a) A vaguely expressed compulsion "had better" *Du får nok gjøre som jeg sier* (You had better do as I say).

(b) Asking or granting permission—may, or might—

Får jeg komme inn ? (May I come in ?) *Kan jeg få snakke med sjefen ?* (Can I see the manager ? Lit. : speak with). *Du får gjøre som du vil.* (You may do as you like).

(c) To manage, be able, get a chance to : *Jeg fikk ikke sove i natt* (I couldn't sleep last night). It is frequently used in conjunction with past participle of the main verb. Example : *Jeg fikk kjøpt noen få epler i går.* (I managed to buy a few apples yesterday).

Useful expressions :

få se (catch sight of); *få høre, vite* (learn, get to know). *Fikk du se ham?* (Did you catch sight of him?). *Jeg fikk ikke vite noenting.* (I didn't get to know anything). *Jeg fikk høre (vite) at han hadde reist.* (I heard (or learned) that he had left).

(d) To express futurity though less frequent : *Vi får se.* (We shall see).

(6) *la* (let)—*lot*—*latt* : *La ham gå.* (Let him go).

Note.—Common to all the verbs of this type is the lack of “*å*” before the following infinitive.

Vocabulary

<i>til sjøs</i> (at sea)	<i>rote</i> (-et) (search, ransack)
<i>med étt</i> (suddenly)	<i>pute, f.</i> (pillow)
<i>ansikt, n.</i> (face)	<i>finne fram</i> (produce)
<i>stråle</i> (-te) (shine, beam)	<i>om og om igjen</i> (over and over again)
<i>rent, adv.</i> (quite)	<i>endelig</i> (at last, eventually)
<i>redd for</i> (anxious for)	<i>trekke fram</i> (pull out)
<i>forferdelig</i> (adv.) (terribly)	<i>sukk, n.</i> (sigh)
<i>trassig</i> (obstinate)	<i>éllers</i> (otherwise)
<i>ingenting</i> (nothing)	<i>hente</i> (-et) (fetch)
<i>lete etter</i> (-te) (look for, search)	<i>ikke tale om</i> (certainly not)
<i>skap, n.</i> (cupboard)	<i>néttopp</i> (recently, also exactly)
<i>plutselig</i> (suddenly)	<i>utenat</i> (by heart)

201 Exercise 36a

Translation

Brev til sjøs.

Fra Nordahl Griegs bok “*Skipet går videre*” (“The ship sails on”).

“Vet du, Sivert, jeg fikk et brev i dag,” sier Benjamin med ett. “Nei, gjorde du det?” (No, did you really?). Sivert vender seg, og ansiktet stråler. “Jeg er så glad, Benjamin, jeg var rent redd for deg, du er så forferdelig trassig, og nå kan jeg si deg det, jeg hadde ingenting å lete etter i skapet, jeg kom bare inn for å lese brevet fra Birgit. Jeg

måtte plutselig inn å se det, jeg kan det jo utenat, men det var noe jeg ikke kunne huske."

Sivert roter under puta og finner fram sitt brev. Så setter han seg ned og leser brevet om og om igjen. Men endelig trekker Sivert fram klokka og sier med et sukk, "Nei (well), nå får jeg nok ut (translate : I had better go out) og arbeide litt, ellers kommer de inn og henter meg. Bare bli sittende du, de merker ikke at en er borte." "Nei, du skal bli igjen," sier Benjamin, "det er meg som har sittet lengst." "Ikke tale om" svarer Sivert, "jeg har lest mitt oftere enn du. Du fikk jo ditt nettopp." "Da går vi begge," sier Benjamin. Så gjemmer de brevene bort og går ut igjen til arbeidet.

Vocabulary

<i>like før</i> (just before)	<i>behåndle</i> (deal with)
<i>jul</i> , c. (Christmas)	<i>sak</i> , c. (matter)
<i>tysk-kontrolért</i> (German-controlled)	<i>ringe (-te)</i> (ring)
<i>oppfordre (-et)</i> (encourage)	<i>sekretær</i> , c. (secretary)
<i>befolkning</i> , c. (population)	<i>telefón</i> , c. (telephone)
<i>be st. v.</i> } <i>invitére (-te)</i> } (invite)	<i>unnskyld, om forlåtelse</i> (I beg your pardon)
<i>soldat</i> , <i>sol'da:t</i> , c. (soldier)	<i>fanden</i> , 'fa:n (the devil)
<i>sentrál</i> (central)	<i>rør</i> , n. (here : receiver)
	<i>hurtig</i> (quick, -ly)

Exercise 36b

Who are you ?

Just before Christmas the German-controlled papers in Oslo encouraged ^Dthe population to (*til å*) invite German soldiers home and give them a real good Christmas. They set up an office in (*på*) a central place in the capital which was to deal with the matter.

One day the secretary's telephone rang : "I should like to invite some Germans." "Oh, thank you very much (translate : *Mange takk skal De ha*). It is really *kind of you*" (*snilt av Dem*). "Not at all (*På ingen måte*). How many can you take ?" "I can take them all." "I beg your pardon, *I didn't quite hear*" (*Jeg hørte ikke riktig*).

^DObserve word order.

"I can take them all." "But who are you then?" "I am the devil himself," was the answer, and the receiver was quickly laid down (translate: *på*).

PRONOUNS

The personal pronouns may be arranged in the following way:

			Singular			
1st person	2nd person				3rd person	
<i>Nominative</i> :					c.	n.
<i>jeg</i> (I)	<i>du</i> (you)	<i>han</i> (he)	<i>hun</i> (she)		<i>den</i>	<i>det</i> (it)
<i>Object form</i> :						
<i>meg</i> (me)	<i>deg</i> (you)	<i>ham</i> (him)	<i>henne</i> (her)	<i>den</i>	<i>det</i> (it)	
Plural						
1st person	2nd person		3rd person			
			(all genders)			
<i>Nominative</i> :					<i>de</i> (they)	
<i>vi</i> (we)	<i>dere</i> (you)					
<i>Object form</i> :					<i>dem</i> (them)	
<i>oss</i> (us)	<i>dere</i> (you)					

^① Note.—The 3rd person singular also has a genitive form *hans* (his), *hennes* (her), *dens* and *dets* (its), and similarly the 2nd person plural: *deres* (your). But all these are used as possessives, and are consequently mentioned under that paragraph.

As regards the forms *du* and *deg*, these are only used between members of the same family and between intimate friends or acquaintances; in other words, if you are what the Norwegians call "*dus*" with the person. If not, you had better use the more polite forms (with a capital D). Nominative: *De* (originally third person plural) and object form: *Dem*, with the corresponding possessive adjective: *Deres*.

For the use of *du* and *De* it may be good to compare with French *tu* and *vous*. But it takes less time to become "*dus*" in Norway than in France.

Furthermore young people far more rapidly drop the polite and formal forms among themselves than the older generation, who observe the rules of etiquette more strictly.

Examples : *Vil De ikke sette Dem ? De har glemt hatten Deres.* In commercial correspondence : *Jeg har mottatt Deres brev av 15de januar.*

Vocabulary

<i>i det siste</i> (lately)	<i>grunn</i> , c. (ground, reason)
<i>på flere uker</i> (for several weeks)	<i>ringe</i> (-te) (<i>til</i>) <i>en</i> (phone (up) somebody)
<i>reise</i> (-te) <i>bort</i> (leave, go away)	<i>så snart</i> (<i>som</i>) (as soon as)
<i>nevne</i> (-te) (mention)	<i>útmerket</i> , adj. (splendid, grand)
<i>gå på skole</i> (go to school)	<i>hils ham</i> (give him my regards)
<i>ja da</i> (oh, yes)	
<i>rart</i> , n. of <i>rar</i> , adj. (strange)	<i>fra oss begge</i> (from both of us)
<i>reise</i> , c. (journey)	
<i>kan kanskje</i> (may)	

201 Exercise 37a

Practice reading and then translate :

Olav : Si meg, har du sett Per i det siste ? Odd : Nei, jeg har ikke sett ham på flere uker. Olav : Tror du han er reist bort ? Odd : Han nevnte at han ville reise til Oslo for å gå på skole. Har du hørt noe om (*about*) det ? Olav : Nei, ikke et ord. Odd : Kjente du ham godt ? Olav : Ja da, vi var "dus," og svært gode venner. Odd : Da er det (*it is*) rart han ikke har fortalt oss at han skulle reise. Han hadde kanskje ikke tid til å besøke oss før han dro.

Olav : Det kan kanskje være grunnen. Jeg vil ringe til hans søster og spørre henne om hun vet noe. Men der kommer jo hans bror. Broren : God dag, dere vet kanskje at Per er reist, eller har han ikke fortalt dere det ? Olav og Odd : Nei, vi vet absolutt ingenting. Broren : Han sa han skulle skrive til dere så snart som han kom til Oslo.

Olav og Odd : Det er utmerket. Hils ham så mye fra oss begge to.

Vocabulary

<i>restaurant</i> , restu'ran̄, c. (res-	<i>høflig</i> , adj., adv. (polite, -ly)
taurant)	
<i>sal</i> , c. (spacious room)	<i>få</i> (get, have)
<i>ville gjerne</i> (wanted to)	<i>bestemt</i> , adj., adv. (firm, -ly)
<i>bort til</i> (up to)	<i>fordi</i> , conj. (because)
<i>bukke (-et)</i> (bow)	

202 Exercise 37b

It was in a restaurant in Oslo. A beautiful Norwegian girl was sitting at (*ved*) a table in the corner of the room.

At another table sat a German officer. The officer wanted to dance with the beautiful girl, and went up to her table, bowed politely, and asked if he could have the next dance. "I do not dance," said the girl firmly.

"Is it because I am German that *you will not* (translate: you not will) dance with me?" asked the German officer. "No," answered the girl, "it is because I am Norwegian."

Predicatively the objective form is normally used in sentences such as: *Det er meg* (also in English: It is me). *Det var deg*. Or stressed, with subject and verb changing place: *Meg var det ikke*.

In all the above examples the subject form may also be used: *Det er jeg*, particularly if the pronoun is followed by a relative clause. *Det var jeg som gjorde det*. The student is advised to use the objective form throughout, also in a comparison like: *Han er eldre enn meg*. (English: older than I).

202 Exercise 38

Translate into Norwegian:

Who (*hvem*) did it? It was not I. Nor I either.^① Was it you who did it? No, it was he. He is bigger than you. He is almost as big as I.

THE REFLEXIVE PRONOUN : SEG

Special attention should be paid to the reflexive pronoun "*seg*" in Norwegian, as there is no equivalent in English.

^① nor—either = ikke—heller

Notice first of all that “*seg*” always refers to the subject, and can only be used when the latter is a noun or pronoun of the 3rd person (singular and plural).

3rd 3rd

Example : *Han hengte seg* (He hanged himself).

Hun tok seg en tur. (She went for a walk).

De ga seg god tid. (Lit. They gave themselves good time).

In the 1st and 2nd person, however, we do not use *seg*, but the personal pronouns as in English, except that we do not add -self, plural -selves (Norwegian : *selv*) to them.

Complete Paradigm : Infinitive *å more seg* .. to enjoy oneself.

<i>jeg morer meg</i>	..	..	I enjoy myself
<i>du morer deg</i>	..	..	you enjoy yourself.
<i>De morer Dem</i>	..	..	“ ” “ ”
<i>vi morer oss</i>	..	..	we enjoy ourselves.
<i>dere morer dere</i>	..	..	you enjoy yourselves.

Seg—3rd person, singular and plural :

<i>han morer seg</i>	..	..	he enjoys himself.
<i>hun morer seg</i>	..	..	she enjoys herself.
<i>det (barnet) morer seg</i>	..	..	it (the child) enjoys itself.
<i>den (katten) morer seg</i>	..	..	it (the cat) enjoys itself.
<i>de morer seg</i>	..	..	they enjoy themselves.

We say that the above verb is used reflexively.

There are, however, a number of verbs that are used reflexively in Norwegian, but not in English.

Here is a list of some very useful examples :

<i>sette seg</i> (sit down)	<i>vise seg</i> (1, appear : 2, show off)
<i>legge seg</i> (lie down, go to bed)	<i>åpne seg</i> (open)
<i>føle seg</i> (feel)	<i>reise seg</i> (rise, get up)
<i>slå seg</i> (hurt oneself)	<i>liste seg</i> (steal, slink)
<i>bry seg om</i> (care about)	<i>skamme seg</i> (be ashamed of oneself)
<i>gitte seg</i> (marry)	
<i>tenke seg</i> (imagine)	<i>finne seg i</i> (put up with)

Vocabulary

såpe, c. (soap)	preken, c. (sermon)
prest, c. (minister, parson)	foretrekke 'få`:rætrekkə, prefer, conjugated like <i>trekke</i> st. v.

202 Exercise 39a

For translation

Examples of the use of the reflexive pronoun :

- (1) Han satte seg i en stol. (2) Jeg legger meg klokka elleve om (in) kvelden. (3) Hun føler seg vel. (4) Gutten brente seg. (5) Mannen falt og slo seg. (6) Jeg vasket meg med såpen. (7) Piken skar seg i fingeren (*cut her finger*). (8) Hun brydde seg ikke^D om det. (9) Soldatene reiste seg (*rose to their feet*). (10) Jeg kunne tenke meg det (*so*). (11) Vi tenkte oss at han gjerne ville komme (*that he would like to come*). (12) Døren åpnet seg, og en katt listet seg inn. (13) Da de hadde satt seg, begynte presten prekenen.

202 Exercise 39b

Translate into Norwegian :

- (1) She married for money. (2) They felt happy. (3) I feel better now. (4) You must not sit down. (5) The old people preferred to go to bed. (6) I do not care what he says. (7) He burnt himself. (8) I have a wash every morning. (9) I could not imagine that he was there. (10) He got up and went out of the room. (11) He sat down near (*ved*) the fire to (*for å*) warm himself. (12) I cut my finger with a knife.

After a preposition *SEG* corresponds to the personal pronouns in English.

Example : *Han tok henne med seg.* (He took her with him). *Han hadde ikke noen penger på seg.* (He had no money on him). *De delte eplet mellom seg.* (They shared the apple between them).

^DThe negative *ikke* is always placed after the reflexive pronoun in principal clauses Cf. page (179).

THE POSSESSIVES

The Possessive Adjectives

We have already mentioned the possessive adjectives in connection with the declension of the ordinary adjectives. But a few further points remain to be explained. We discovered that these adjectives followed the strong declension, and our paradigm will therefore be as follows :

	Common	Neuter	Plural
my	<i>min stol</i>	<i>mitt bord</i>	<i>mine stoler, mine bord</i>
your	<i>din stol</i>	<i>ditt bord</i>	<i>dine stoler, dine bord</i>
our	<i>vår stol</i>	<i>vårt bord</i>	<i>våre stoler, våre bord</i>

The spelling reform has also permitted fem. forms such as *mi, di* which are placed after the fem. noun : *boka mi* (never *boka min*)

In addition to these we have the indeclinable possessives which are actually the genitive of the personal pronouns (see note, page 136) : *hans* (his), *hennes* (her), *dens*, *dets* (its), and finally : *deres* (your, plural), and the polite form *Deres* (your, singular).

As regards the use of these adjectives, it should be noted that there is a growing tendency to place them after the noun, with the latter in its definite form. Thus nearly always in colloquial speech, e.g. *stolen min, bordet mitt*, plural *stolene mine, bordene mine, boken* (or *boka*) *hans, boken min* (or *boka mi*), plural : *bøkene hans, bøkene mine*. (Cf. page 105, c.).

In colloquial speech : *min nye hatt* sounds rather formal and literary, so we should generally put the definite article of the adjective in front : *den nye hatten min*, and in the plural : *de nye hattene mine*. The English student, however, is advised to put the possessive adjectives in front in conformity with his own language.

203 Exercise 40

Drill in the use of the possessive adjectives :

Mitt hus er nytt.

Instead of *hus*, insert in turn the following nouns :

frakk, c. (coat) *bord*, n. *lampe*, c. (lamp)

Change them into the plural afterwards.

Din nye hatt er pen.

Replace *hatt* by : *bilde*, n. (picture), *bil*, *hest*. Afterwards in the plural.

Unlike English, Norwegian uses the possessive adjectives in front of nouns for abusive purpose :

din tosk (you fool), *din idiot* (you idiot), *din slyngel*, *din kjeltring* (you rascal).

Vocabulary

tilstand, c. (condition)
snipp, c. (collar of a shirt)

skitten (dirty)
tur, c. (here : turn)
chanse, 'sa`nse, c. (chance)

203 Exercise 4la

- (1) Hans hår var grått.
- (2) Jeg tviler på hans ord.
- (3) Hennes tilstand er alvorlig.
- (4) Din far har kjøpt vårt hus.
- (5) Mitt land er større enn *ditt* (N.B.).
- (6) Hvorfor er din snipp så skitten ? Kan du ikke låne en av mine ?
- (7) Hvem har fortalt deg at boken er hans ?
- (8) Når går ditt tog ?
- (9) Nå er det din tur.
- (10) Mine chanser er små.

From example No. 5 it will be seen that the pronoun has the same form whether used adjectivally or as a pronoun proper.

Example : *Dette er ditt eple.* (English : your apple).
Eplet er ditt. (English : yours).

Vocabulary

dyr (adj.) (expensive)
interesse c., (interest)
gris c., (pig)

vente (-et) på (wait for)
have (*hage*), c. (garden)

203 Exercise 4lb

Render into Norwegian :

- (1) It is not my turn.
- (2) My books are more expensive

than yours. (3) Your brother is waiting for you. He has your hat and coat. (4) My mother's greatest interest is to work in our garden. (5) Her son is her greatest pride. (6) Have you seen their tarm, their pigs, their sheep and cows? (7) Which (*Hvem*) of his sons do you like best?

THE REFLEXIVE POSSESSIVE

Common : *sin* ; (Feminine : *si*) ; Neuter : *sitt* ;
Plural : *sine*.

The reflexive pronoun “*seg*” and the so-called *reflexive possessive* “*sin*” (declined as *min* and *din*) should really be treated together, as what has been said about the former also applies to the latter.

The English has no equivalent to these forms, and the student should therefore devote some attention to them and see that he gets them right.

In English the possessive adjective “*his*” is used in both these sentences : (1) *His* watch is expensive. (2) He took *his* watch. Actually the last statement implies an ambiguity. “*His*” in the second sentence may mean : his own watch, but it may also belong to somebody else. The context will throw light upon the matter, so that possibilities of misunderstanding are practically non-existent.

Let us now translate the two sentences into Norwegian : (1) *Hans klokke* (or : *Klokka hans*) er dyr. (2) *Han tok hans klokke*, or : *Han tok sin klokke*. If we used the first version, of sentence No. 2 : *hans klokke*, it would not be his own watch. If that were the case, we should have to use : *sin*. Thus the rule is :

If the possessive adjective refers back to a subject in the 3rd person (N.B.), singular or plural, we use the reflexive possessive : *sin* for English : one's, his, her, hers, its, their or theirs. (Cf. page 105, c.). It is never used in the nominative case.

Here is the complete paradigm :

Singular .

<i>jeg tok minhatt</i>	.. (I took my hat)
<i>du tok dinhatt</i>	.. (you took your hat)

Polite :

De tok Deres hatt .. (you took your hat)

3rd person, singular :

han tok sin hatt .. (he took his hat, i.e. his own)

hun tok sin hatt .. (she took her hat, i.e. her own)

barnet tok sin hatt .. (the child took its hat, i.e. its own)

Plural :

vi tok våre hatter .. (we took our hats)

dere tok deres hatter .. (you took your hats)

3rd person, plural :

de tok sine hatter .. (they took their hats, i.e. their own)

gjestene tok sine hatter (the guests took their hats, i.e. their own)

Again : "seg" and "sin" always refer back to the subject when this is a noun or pronoun in the 3rd person, either singular or plural.

Note.—In the following example the reflexive possessive refers to the logical subject :

Jeg bad ham om å trekke sin søknad tilbake. (I asked him to withdraw his application).

203 Exercise 42

Practice in using SIN (SITT, SINE).

- (1) After the war he will go back to his country.
- (2) Can't you see his face, or is it too dark ?
- (3) The little boy had eaten all his (own) food.
- (4a) The men had forgotten to take their (own) money with them. (Cf. page 140).
- (4b) Do you believe it was their money ?
- (4c) Do you believe the money was theirs ?
- (5) The English never lose their good spirits.
- (6) Ole and his brother had always been good friends.
- (7) The watch was not his. It was mine.
- (8) Wessel in one of his amusing poems tells the story about "the Smith^① and the Baker."
- (9) The father saw two men speaking to his daughter.
- (10) "Where is my money ?" "I took my part of it and they took theirs."
- (11) The soldiers rode through his garden.

^①a smith = *en smed, smøe:*

DEMONSTRATIVE PRONOUNS

There are two chief demonstrative pronouns, which are inflected in gender and in number as follows :

(1)	Common	Neuter	Plural
Nom. Obj. :	<i>denne</i>	<i>dette</i>	<i>disse</i>
Poss. :	<i>dennes</i>	<i>dettes</i>	<i>disses</i>
(2)	Common	Neuter	Plural
Nom. Obj. :	<i>den</i>	<i>det</i>	Nom. : <i>de</i>
Poss. :	<i>dens</i>	<i>dets</i>	<i>deres</i>
			Obj. : <i>dem</i>

(1) *Denne* is used of things and persons in the immediate vicinity, corresponding to English : *this*, or *this one*, plural *these*. After these two pronouns the noun generally has its definite form. *Denne gutten er min venn.* (This boy is my friend). *Dette stedet har en vakker beliggenhet.* (This place is beautifully situated). *Disse brevene var skrevet av hans sekretær.* (These letters were written by his secretary). The possessive form *dennes* is scarcely ever used, except in one special phrase in correspondence : *den første dennes* (the first inst.).

(2) *Den*, on the other hand, indicates something which is more remote, English : *that*, or *that one*, plural *those*. To make it clearer *der* (there) is added to this demonstrative and *her* (here) to the one above.

Example : *Denne luen her er min, men den der er din.* (This cap here is mine, but that one there is yours).

We see that this last mentioned demonstrative is in form exactly identical with the definite article of the adjective. In the phrase : *den lange veien* we have the latter, unless we give it an additional stress, e.g. : *Skal du gå den lange veien ?*

Further the student should pay special attention to the fact that when indicating the subject as coming after the verb, Norwegian always uses the neuter forms : *dette* and *det*. This is different from English.

Examples : *Dette er min bok*, but of course : *denne boken er min*. In the plural : *Dette er mine briller.* (These are my spectacles). *Det er den lange veien.* (That is the long road).

In the plural: *Det er de lange veiene.* (Those are the long roads). *Dette er mitt brev*, and plural: *dette er mine brev*. (English: these are, etc.).

Another difference from English is the use of the genitive form of the noun instead of the demonstrative pronoun plus a preposition as in English in sentences like: *Norges håndelsflåte er større enn Sveriges.* (Norway's merchant-fleet is bigger than that of Sweden).

There are also some other words generally classed among the demonstratives. These are: *SÅDAN* (such), n.: *SÅDANT*, plural: *SÅDANNE*. In colloquial speech we use a shortened form, which is also permissible in writing: *SÅNN*, n.: *SÅNT*, plural: *SÅNNE*. Further the synonym: *SLIK* (such), n.: *SLIKT*, plural: *SLIKE*. Finally we include some indeclinable words: *BEGGE* (both), *SAMME* (same) and *SELV*^① (self), with the exception that *SELV* takes the ending -e when used adjectivally: *Selv 'selve kongen.* (The king himself). *SÅ* can in a few rare instances have demonstrative function: *i så henseende* (in that respect); *i så måte* (in that respect); *i så tilfelle* (in that case).

Note on selv.—*Selv* (sjøl) emphasizes a pronoun or a noun. (English: myself, yourself, etc.).

Jeg skal gjøre det selv. Han så det selv.

But *selv* can also have adverbial function meaning *even*, and is then always placed in front.

Selv et barn vet det. Even a child knows that.

204 Exercise 43

Insert the correct form of :

DEN. (1) *Hva kaller du ... gata?* (2) *Har du malt .. bildet selv?* (3) *bøkene der er ikke mine, så du kan ikke ta* (emphatic).

DENNE. (1) .. *huset er gult.* (2) ... *bildene er gode.* (3) ... *snøen er bløt.* (4) ... *er en vakker dal.*

SLIK or *SÅNN.* (1) .. *folk er hyggelige* (pleasant). (2) *Han likte ikke arbeid.* (3) *Har du sett en ... tosk.*

^① Another form permitted by the New Spelling Reform is "sjøl," identical with the form used in the dialects and familiar speech.

Vocabulary

<i>selskap</i> , n. (party)	<i>jeg synes</i> (it seems to me)
<i>engelsk</i> (English)	<i>se ut</i> (look like)
<i>etter</i> (after)	<i>rundt omkring</i> (round about)
<i>veldig</i> (great, terrible)	<i>synsbedrag</i> , n. (optical illusion)
<i>slit</i> , n. (toil, hard work)	
<i>topp</i> , c. (top, summit, peak)	<i>tine bort</i> (-te) (melt away)
<i>hvile ut</i> (-te) (rest)	<i>forrétningsmann</i> , c. (business man)
<i>ánstrengende</i> (strenuous)	<i>deilig</i> (lovely, nice)
<i>klatre</i> (-et) (climb)	<i>slå seg ned</i> (settle down)
<i>klatring</i> , c. (climbing)	<i>hytte</i> , f. (hut)
<i>fører</i> , c. (guide)	<i>fjellmann</i> (mountaineer)
<i>forskjellig, få' se'lli</i> (different, various)	<i>materiale</i> , <i>mat(ə)ri'a':lə</i> , n.
<i>vann</i> , n. (1, water ; 2, lake)	(material)
<i>lengst</i> (farthest)	<i>hit</i> (here, hither)
<i>venstre</i> (left)	<i>sánnelig</i> (really, indeed)
<i>néttopp</i> (just, exactly)	<i>nédstigning</i> , c. (descent)
<i>likeså-som</i> (quite as—as)	<i>fjellkjede</i> , c. (mountain range)

204 Exercise 44

På Galdhøpiggen.

Et selskap med (of) engelske turister hadde etter et veldig slit nådd toppen av Galdhøpiggen, som er det høyeste fjellet i Norge. De hvilte først godt ut etter den anstrengende klatringen, men så begynte de å spørre føreren om navnene på de forskjellige toppene, dalene og vannene som de så rundt omkring seg.

En ung dame spurte : " Hva heter det fjellet der ? " Føreren : " Mener De det lengst til venstre." Damen : " Ja, nettopp." Føreren : " Den fjelltoppen De ser der, er den berømte Glitretind, som er omtrent likeså høy som denne her." En eldre dame sa : " Jeg synes at alle disse toppene rundt omkring oss er høyere enn selve Galdhøpiggen." Føreren : " Det kan kanskje se slik ut, men det er bare synsbedrag." Damen : " Men den snøen vi ser på Glitretinden, tiner den aldri bort ? " Føreren : " Den ligger året rundt." Tredje turist, en ung forretningsmann fra Manchester : " Dette er et deilig sted. Her tror jeg

vi slår oss ned for godt. Men, si meg, hvem har bygd denne vesle hytta her. Føreren : "Det er den kjente fjellmannen Knut Vole. Han bær alle materialene opp hit på sin rygg." Turisten : "Det må sannelig ha vært et anstrengende arbeid. Jeg synes det er mer enn nok når en bærer seg selv oppover. Men før vi begynner på nedstigningen, må De ennå en gang (*once more*) fortelle meg hva hele denne fjellkjeden heter." Føreren : "Jotunheimen." "Ja visst (*Yes, of course*). Jeg glemmer alltid det navnet."

THE RECIPROCAL PRONOUNS

There are only two : *HVERANDRE* and *HINANNEN* (each other), the former being the one more frequently heard. *Hinannen* is mainly a "bookish" word, and was originally used of two as is still the practice with some people.

Example: *De hadde ikke sett hverandre på mange år.* (They had not seen each other for many years). *De elsket hverandre.* (They loved each other). These pronouns can also take a genitive ending as in English: *De lånte hverandres bøker.* (They borrowed each other's books). *De leser hverandres brev.* (They read each other's letters).

THE INTERROGATIVE PRONOUN

The interrogative pronouns are :

HVEM (who, whom), *HVA* (what), *HVILKEN* (which), n. *HVILKET*, plural *HVILKE*.

HVEM relates only to persons and is not used adjectivally. It has the same form whether used as subject or object.

Example : Subject—*Hvem er du ?* (Who are you ?). Object—*Hjem traff du i går ?* (Whom did you meet yesterday ?).

A preposition is usually put at the end of the sentence.

Example : *Hjem talte du med ?* (Whom did you speak to?) *Hjem har du fått den gaven av ?* (From whom have you got that gift?).

The genitive form of this pronoun is *HVIS vis* (whose). *Hvis* *hatt er dette?* (Whose hat is this?) This *hvis*, however, is very often avoided in the spoken language. In the example quoted above, we should say: *Hjem eier denne hatten?*

Note.—Whereas the English language would use *Which* in a sentence like: Which of the two brothers did you meet? Norwegian uses: *hvem*. *Hjem av de to brødrene møtte du?* *Hjem av søstrene giftet han seg med?* (Which of the sisters did he marry?).

HVA on the other hand refers to inanimate objects. It also differs from *Hjem* in that it is sometimes used adjectivally.

As subject: *Hva er det?* (What is it?). As object: *Hva sier du?* (What do you say?). With a preposition: *Hva tenker du på?* (What are you thinking of?).

The use of *HVA* as an adjective is very restricted.

Example: *Hva nytte kan du ha av det?* (What benefit can you draw from that; Of what advantage can that be to you?) *Hva tid kom du?* (What time did you come?). *Hva nytt?* (What's the news?).

HVILKEN, *HVILKET*, plural *HVILKE* corresponds to English *what* and sometimes to *which*.

Example: *Hvilken by kommer du fra?* (What town do you come from?) *Her er to billeder. Hvilket foretrekker du?* (Here are two pictures. Which do you prefer?).

This interrogative, however, has a somewhat literary flavour, and in the spoken language it is generally replaced by *hva for en*, n. *hva for et*, plural *hva for (noen)*. *Hva for en by mener du?* *Hva for et billede foretrekker du?* *Hva for en gate er dette?* or more frequently: *Hva er dette for en gate?* (What street is this?) *Hva er dette for (noen) bøker?* (What books are these?). (Note the use of *dette* in both questions, cf. page 145). *Hva for noen venner har du invitert?* (What friends have you invited?) *Hva for noen fjell er det vi ser der?* (What mountains are those which we see there?).

Note also the common expression : *Hva slags*, or *hva for slags* (what kind of). *Hva slags mennesker er det?* ? (What kind of people are they?) *Hva slags tre er det?* ? (What sort of tree is it?).

Finally it must be added that *HVILKEN* is frequently used in exclamations corresponding to English *what*.

Example : *Hvilken tosk jeg har vært.* (What a fool I have been). *Hvilken skandale* (What a scandal). *Hvilken skam.* (What a shame).

Instead of *hvilken* the spoken language would mostly use *for en* (n. et), plural *for noen*. *For en tosk* (What a fool). *For et syn!* (What a sight!) Plural : *For noen rare dyr.* (What strange beasts). *For noe tøys.* (What nonsense).

If you have not quite heard what a person has said to you, and you want him to repeat it, you could say either : *Hvilket?* *Hva behager?* ? (I beg your pardon), or among intimate friends : *Hva sa du?* ? (What did you say?), or just the very informal : *Hva?* (What?).

Vocabulary

<i>amerikansk, am(ə)ri'ka:n-sk</i>	<i>si sannheten</i> (tell the truth)
(American)	<i>klasse, c.</i> (class, form)
<i>amerikáner, c.</i> (American)	<i>gjøre inntrykk, n. på</i> (make
<i>lærerinne, c.</i> (woman	an impression on)
teacher)	<i>rødkinnet</i> (rosy-cheeked)
<i>besök, n.</i> (visit)	<i>general, genə'ra:l, c.</i> (general)
<i>fremmede, pl.</i> (strangers,	<i>bemérke (-et)</i> (remark)
visitors)	<i>helt riktig</i> (quite right)
<i>høre på</i> (listen to)	<i>fordi, conj.</i> (because)

205 Exercise 45

Practice reading this story and translate it into English. Then read it twice again and try to write it down without looking.

① Here Norwegian uses the impersonal pronoun *it*, whilst English employs the personal pronoun. Cf. page 145.

En amerikansk lærerinne fikk en dag besøk av noen fremmede som ønsket å høre på hennes klasse. Hun ville naturligvis at heńnes elever skulle gjøre så godt inntrykk som mulig på de fremmede.

Hun spurte først en **av** sine elever, en rødkinnet gutt, som het William : "Kan du fortelle meg hvem George Washington var ?" "Ja, han var en amerikansk general." "Helt riktig," bemerket lærerinnen. "Men kan du så si oss hva han ble berømt for ?" "Han ble berømt fordi han var en amerikaner som sa sannheten," svarte eleven kvikt (*quickly*).

THE RELATIVE PRONOUNS

(1) *SOM* is strictly speaking the only relative pronoun the foreigner need bother about. It is invariable and corresponds to English *who*, *whom*, *which*, and *that*, when these are used as relative pronouns.

som can have several functions in the sentence. It may stand as a subject, e.g. : *Han hadde en bror som snakket norsk.* (a brother who spoke Norwegian). As object, where it is often omitted as in English : *Her gir jeg tilbake brødet (som) jeg lånte.* (Here I give back the loaf (which) I borrowed). In connection with a preposition : Here it must be remembered that the place of the preposition is never before this pronoun, as is frequently the case in English, but at the end of the sentence. *Som* can also be omitted in these sentences as in English.

Example : *Den piken (som) du danset med, var min søster.* (Cf. English : The girl you danced with . . .). *Porten (som) de kjørte gjennom, var smal.* (The gate they drove through was narrow).

som has no genitive form. *HVIS* (genitive of *hvem*) may sometimes be used, but it should be remembered that this word is not colloquial.

Example : *Jeg møtte en mann, hvis navn jeg har glemt.* (Whose name I have forgotten. But it is better to say : . . . *en mann som jeg har glemt navnet på.*

(2) *HVA* can be used as a relative pronoun after *ALT* (all, everything), but it can also very well be left out. *Han*

fikk alt (hva) han bad om. (He got everything he asked for).
Jeg gjorde alt (hva) jeg kunne for henne. (I did everything I could for her).

Other Relative Pronouns

For the sake of the written language we should perhaps also note a few other relative pronouns, which, however, are constantly losing ground in everyday conversation.

(3) *DER* is scarcely ever heard in modern speech. It can only be used as a subject, in order to avoid the clash of two "som's."

(4) *HVILKEN* as relative pronoun is still used by some people. This pronoun can take a preposition in front of it.

Example : *Porten, gjennom hvilken* (through which) *vi kjørte.* It may sometimes refer to the contents of a whole sentence. *Han sa han hadde gjort det, hvilket* (which) *ikke var sant.*

(5) *HVA* can also have this last function : *Han trodde han husket det, hva* (which) *han slett ikke gjorde.* *Han kalte seg ingeniør in §(ə)'njas:r* (engineer), *hva* (which) *han slett ikke var.* (*slett ikke* = not at all). The colloquial language very often uses : *noe (som)* in this connection. *Han holdt en tale, noe (som) han aldri hadde gjort før.* (Something (that) he had never done before).

(6) The indefinite relatives : *den som* = he who. plural : *de som* = those who. *Den som ler sist, ler best; det som, or hva som* (*som* is very often omitted) = that which, what. *Mente du det du sa* (or : *hva du sa*) ? (Did you mean what you said ?).

alt hva, see previous page (2).

Vocabulary

<i>kamerat, kame'ra:t, c.</i> (com-	<i>snuse (-te)</i>	<i>(sniff, smell)</i>
rade, friend)	<i>lukte (-et)</i>	
<i>en gang</i> (once)	<i>snute, c.</i> (snout)	
<i>være ute å gå</i> (be (out) walking)	<i>pust, c.</i> (breath)	
<i>få øye på</i> (catch sight of)	<i>tegn, tein, n. til</i> (sign of)	
<i>smette</i> (st. v.) (slip)	<i>rusle (-et)</i> (jog, slouch)	
<i>bli stående igjen</i> (be left standing)	<i>krabbe (-et)</i> (crawl)	
<i>bjørn, c.</i> (bear)	<i>hviske (-et)</i> (whisper)	
	<i>nøye</i> adj. and adv. here (exactly, quite)	

<i>livløs</i> (lifeless)	<i>alt sammen</i> (all of it)
<i>sige</i> (st. v. <i>ei -e</i>) <i>over ende</i> (drop to the ground)	<i>fare, c.</i> (danger, emergency) <i>stund, c.</i> (time, while)
<i>som om</i> (as if)	<i>prøve (-de)</i> (test)
<i>ransake (-et)</i> (ransack, examine)	

205 Exercise 46

De to kameratene og bjørnen.

To gode venner var en gang ute og gikk på en vei. Rett som det var (*all of a sudden*), fikk den ene øye på en bjørn, og han smatt opp i et tre uten å si et ord til kameraten sin. Som vel var (*fortunately*), hadde den gutten som ble stående igjen^① på veien, hørt folk si at bjørnen aldri rører en livløs. Derfor seig han over ende og lå som om han var død.

Bjørnen ransaket ham både vel og lenge, snuste og luktet og stakk snuten inn i øret hans. Men gutten holdt pusten og lå ganske stille. Da bjørnen ikke så noe tegn til liv, ruslet han til skogs igjen.^②

Da all fare var over, krabbet den andre gutten ned fra treet, og de to vennene gikk sammen som før.

“Si meg en ting,” sa gutten som hadde sittet i treet, “hva var det bjørnen hvisket i øret på deg ?” (*in your ear ?*). “Å, jeg husker ikke så nøyne alt sammen,” sa den andre. “Men én ting minnes jeg godt han sa. Jeg skulle aldri stole på en venn jeg ikke hadde prøvd i farens stund.”

Ordspråk. I nøden skal en kjenne sine venner. Hva er det tilsvarende ordspråk på engelsk ?

THE INDEFINITE PRONOUNS

The indefinite pronouns can be divided into two categories : (1) Those that are used as pronouns only, and (2) those used both adjectivally and as true pronouns.

① Note on IGJEN. *Igjen* may correspond to English : (1) again ; (2) back ; (3) left.

Examples: (1) When shall we meet again? (*Når skal vi møtes igjen?*)
(2) He shall have it back. (*Han skal få det igjen*).
(3) I have no money left. (*Jeg har ingen penger igjen*).

Useful idiom : *legge igjen* (leave, or leave behind).

As Pronoun Proper

MAN is only used as subject. There is no real equivalent to this pronoun in the English language. It may be rendered either by : one, you, they or by passive forms. (See p. 96).

Example : *Man sier* (They say, people say, or better : It is said). *Man vet hva man har, men ikke hva man får.* (You know what you have, but not what you are going to get). *Man vet aldri hva som kan hende.* (There's no knowing what may happen).

EN may replace *MAN* as subject, and many people prefer this word.^①

Example : *En vet aldri* (One never knows, or you never know). It should be observed that *EN* also may be used in the objective case and has, moreover, a genitive form *ENS*.

Objective case : *Man vet aldri hva som kan hende en.* (One never knows what may happen to one(self)). Genitive case : *I slike stunder går ens tanker tilbake til hjemlandet.* (On such occasions one's thoughts go back to the home country).

Vocabulary

<i>bad</i> , n. (1, bath, 2, bath-room)	<i>riktig</i> , here = <i>virkelig</i> (really) <i>sunt</i> (adv.) (healthily)
<i>kjenne seg som</i> (feel like)	<i>gymnastikk</i> <i>gymna'stik</i> , c.
<i>dusj</i> , c. (shower)	(gymnastics, exercise)
<i>herde 'hæ'rdə seg</i> (harden oneself)	<i>like etter at</i> (just after)

206 Exercise 47, on EN (Man)

Read and translate :

Det er godt (*nice*) med et bad om morgen. En kjenner seg som et nytt menneske, særlig hvis en tar en dusj etterpå. En bør alltid ta en kald vask etter det varme badet for å herde seg. Hvis en riktig vil leve sunt, skal en ta morgengymnastikk like etter at en har stått opp, og så gå inn i badet.

^① *Man* has fallen into disgrace lately because of its supposed German origin, but it is difficult to avoid it.

As Pronouns and Adjectives

But most of the indefinite pronouns can be used adjectivally as well, just as in English. Here is a list of the most common ones which should be memorized :

Common	Neuter	Plural
(1) <i>Noen</i> (some, any, somebody, anybody) (old : <i>nogen</i>)	<i>noe</i> (<i>noget</i>)	<i>noen</i> (<i>nogen</i>)
(2) <i>ingen</i> (no, nobody, none)	<i>intet</i>	<i>ingen</i>
(3) <i>mangen</i> (<i>en</i>) (many a)	<i>mangt (et)</i>	<i>mange</i> (many)
(4) <i>annen 'a:n</i> (other)	<i>annet 'a:nt</i>	<i>andre</i>
(5) <i>all</i> (all)	<i>alt</i>	<i>alle</i>
(6) (<i>en</i>) <i>hver</i> (every, everybody, each)	(<i>et</i>) <i>hvert</i>	

NOEN — INGEN

These pronouns have the same forms whether used for noun or as an adjective.

NOEN (neuter : *noe* ; plural : *noen*) maintains the same forms whether employed in affirmative, negative or interrogative sentences, thus differing essentially from its English equivalents : some, somebody and something.

(a) In affirmative sentences : *Noen sier hun er død.* (Some (or somebody) say(s) she is dead). *Noen mennesker er lurere enn andre.* (Some people are smarter than others). *Det må være noe i det.* (There must be something in it).

(b) In negative and interrogative sentences *noen* corresponds to English : any or anybody, neuter *noe* to any or anything.

Example : *Kjenner De noen norske sanger ?* (Do you know any Norwegian songs ?) *Ja, men jeg kan ikke noen utenat.* (Yes, but I do not know any by heart). Instead of neuter *noe*, an enlarged form *noenting* may be used : *Har du hørt noe(nting) hjemmefra ?* (Have you heard anything from home ?) *Han fikk ikke noe svar.* (He did not get any (or an) answer).

Further Note on the Neuter NOE

The neuter form *noe* can also be put in front of collective and material nouns whatever the gender, meaning: *something (anything) of*, which is originally a partitive genitive.

Example: *Har du fått noe mat* (*mat* is c. gender). English: Have you got some (any) food? *Vi har ikke fått noe melk i dag.* (We haven't had any milk to-day).

Finally *noe* serves to modify an adjective, corresponding to English: "somewhat."

Det kan synes noe vanskelig. (It may seem somewhat difficult). *Jeg har en engelsk bok her, men den er noe tung å lese.* (I have an English book here, but it is somewhat heavy reading. Lit.: somewhat heavy to read).

Noe in these sentences means the same as: "Litt" (a little, a bit).

Vocabulary

<i>penger</i> , N.B. pl. (money)	<i>poesi</i> poə'si:, c. (poetry)
<i>bank</i> , c. (bank)	<i>smak</i> , c. (taste)
<i>om</i> , conj. (if.)	<i>drama</i> , 'dra':ma, n.; pl.
<i>bryte</i> (st. v.) <i>seg inn</i> (break into)	<i>dramaer</i>

206 Exercise 48a

Fill in the correct forms of *noen*, *noe*, and translate afterwards:

Har du n.. *penger*? Nei, kan du låne meg n..? Jeg kan fortelle deg n.. *nytt*, n.. *riktig* (really) spennende. N.. *tyver* har brutt seg inn i banken og stjålet n.. hundre tusen kroner.

Har du lest n.. av Bjørnson? Jeg har lest no.. få skuespill og et par dikt. Han har skrevet n.. fine dikt som du må lese. Du vet kanskje at n.. av hans skuespill har vært spilt i England? Jeg liker n.. av Ibsens verker bedre. Ja, n.. liker Ibsen, andre liker Bjørnson. Det ville ikke være bra om alle hadde (*the*) samme smak.

Men jeg har ikke funnet n... som kan bygge opp et drama slik som Ibsen. Å gå på teater er n... av det morsomste jeg vet.

207 Exercise 48b

Vocabulary

få tak i (get hold of)
kjøtt, n. (meat)

for—siden (ago)

Some believe there are people on the moon. I have bought some flowers for (*til*) you. I didn't think you could get hold of any to-day. They had some left. Have you got any meat? Yes, I got some, but it was very difficult. Did you see the car? No, I did not see any car. Some friends arrived an hour ago, some of our very (*aller*) best friends from Drammen.

INGEN (for a noun : nobody, no one ; as an adjective : no) is the direct opposite of *NOEN*, and therefore the expression : "IKKE NOEN," as we have already seen, often replaces *INGEN*, especially in colloquial speech. The neuter *INTET* is now almost invariably a paper word, so when speaking we use either *INGENTING*, which is always treated as a noun, or *IKKE NOE*, which, as we know, can be used adjectivally as well.

Example : Pronominally—*Ingen visste noe om det.* (Nobody knew anything about it). *Jeg kjenner ingen her i byen.* (I know nobody in this town). *Han visste ingenting* (or *ikke noe*). (He knew nothing).

Proverb : *Det skjer intet nytt under solen.* (There is nothing new under the sun). *Noe er bedre enn ingenting.* (Something is better than nothing). *Det er ikke noe rart.* (That is nothing strange).

Adjectivally : *Jeg har ingen anelse 'a:nelsə om det.* (I have no idea about it). *Det gir ingen mening.* (It does not make sense). *Småguttene hadde ikke noe hjem.* (The youngsters had no home). *Vi hadde ingen* (or *ikke noen*) *penger.* (We had no money).

Note the following example, where the noun is omitted in the second sentence : *Du har noen penger, men jeg har ingen.* (You have some money, but I have none).

INTERROGATIVES AS INDEFINITE PRONOUNS

(1) Finally it must be mentioned that the interrogative pronouns can also be used as indefinite pronouns in conjunction with the two words *som helst*.

Examples :

Du kan spørre hvem som helst. (anybody, whoever you like).

Han kan spille hva som helst. (anything, whatever it is).

Du kan velge hvilken som helst. (whichever you like).

(2) Moreover, the same generalizing idea can be expressed by using the word *enn* instead (very often preceded by the adverb *så* or *nå*).

Examples :

Hva du (nå, or så) enn sier. (whatever you say).

Hjem du enn er. (whoever you are).

Hvilken du enn tar. (whichever you take).

The same construction can be applied with regard to the adverb *hvor* = ¹where, ²how (before adj. and adv.), e.g. : *hvor som helst* (anywhere) ; *hvor du enn går* (wherever you go) ; *hvor flink du enn er* (however clever you are).

Learn the following words :

dikter, c. (poet)

side, c. (side)

humoristisk (humorous)

ved siden av (beside, by)

være til stede ved (be present
at)

foretaksom (enterprising)

i løpet av (in the course of,
during)

videre (further)

komme til å (here : happen
to)

forlovet, *får'la':væt* (en-
gaged to be married)

207 Exercise 49a

Translate into English :

Fort gjort.

Johan Hermann Wessel er en kjent norsk dikter som skrev muntere humoristiske vers. Han var en gang til stede

ved en stor middag, hvor han kom til å sitte ved siden av en meget foretaksom dame. Denne damen var svært interessert i Wessel, og i løpet av samtaLEN spurte hun plutselig dikteren : "Hvorfor er De ikke gift, herr Wessel ?" "Jeg har ikke noen penger," svarte Wessel. "Men det har jeg," sa damen. Historien forteller videre at før de reiste seg fra bordet, var de alt forlovet.

Vocabulary

<i>linje, c.</i> (line)	<i>Hva nytte, c. kan en ha av</i>
<i>elvebredd, c.</i> (bank)	(What is the use of)
<i>kikke (-et) ned i</i> (peep into)	<i>et par ganger</i> (once or twice)

207 Exercise 49b

Render into Norwegian :

The first lines of *Alice in Wonderland*.

Alice was beginning to get very tired of sitting by her sister on the bank, and having nothing to do ; once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations (in it)¹, "and what is the use of a book," thought Alice, "which has not got² any pictures or conversations ? "

PREPOSITIONS

In the course of our study we have already learned some prepositions. These are rather tricky in any language, so we ought to devote a little more attention to them. Always look out for them and their uses in the text.

<i>av</i> (of, by, etc.)	<i>med, me:</i> (with, by, etc.)
<i>bak</i> (behind)	<i>(i)méllom</i> (between)
<i>blant, i blant</i> (among)	<i>(i)mot</i> (towards, against)
<i>etter</i> (after)	<i>om, åm</i> (about, of, etc.)
<i>for</i> (for, etc.)	<i>over, 'å':vér</i> (over, above)
<i>foran, 'få'rran</i> (in front of)	<i>på</i> (on, at, etc.)
<i>for—siden</i> (ago)	<i>til, inntil</i> (to, till)
<i>før</i> (before)	<i>under, 'u'nner</i> (under, during)
<i>fra</i> (from)	<i>ved, ve:</i> (at, near, etc.)
<i>(i)gjennom</i> (through)	<i>i</i> (in)
<i>hos, hos</i> (with, at, etc.)	

¹To be left untranslated

It would be impossible to give here even an approximately exhaustive description of the numerous uses of the prepositions, so just a few points shall be mentioned.

AV.—part of.

Examples : *Jeg fikk bare en liten del av pengene.* (I got only a small part of the money).

En venn av meg fortalte at du hadde kommet. (A friend of mine told me, etc.).

Hans far er medlem av Stortinget. (His father is a member of the Storting, i.e. the Norwegian Parliament).

Måltidet bestod av brød og melk. (The meal consisted of bread and milk).

Koppen er laget av tre, or just, *Koppen er av tre.* (The cup is made of wood).

Note expressions like *en kopp te*, *et glass vin*, *en flaske melk*, where English has the preposition *of* whilst Norwegian places the words in apposition.

For *AV* used in passive expressions see page 98.

MED—in company with.

(1) Example : *Jeg reiste (sammen) med ham til London.* (I went with him to London).

Jeg har arbeidet sammen med ham i mange år. (I have worked with him for many years).

(2) Suggesting instrument with which the action is carried out : (by, with, by the help of).

Examples : *Han slo meg med stokken.* (He beat me with the stick).

Du må ikke spise med kniven. (You must not eat with the knife).

Vi reiste med toget til Moss. (We travelled by train to Moss).

VED—by the side of, near, at.

(1) Examples : *De satt ved bordet og spiste.* (They sat at the table eating).

Mine foreldre bor like ved stasjonen. (My parents live just near the station).

(2) Further, *VED* indicates the means or methods by which the action is performed : (by, through, by the help of), often in connection with the infinitive.

Example : *Han reddet livet ved å svømme.* (He saved his life by swimming).

ETTER (1)—after.

Examples : *Mannen fulgte etter meg.* (The man followed (after) me).

Hunden løp etter bilen. (The dog ran after the car).

Vi skal gjøre det etter frokost. (We shall do it after breakfast).

(2)—in search of, for.

Examples : *Din mor leter etter deg.* (Your mother is looking for you).

Hva er det du ser etter ? (What are you looking for ?)

Jeg lengter etter sommeren. (I am longing for the summer).

(3)—according to.

(N.B.—This is different from English).

Example : *Etter loven er dette galt.* (According to law this is wrong).

HOS=English—with ; French—chez.

Examples : *Jeg bor hos min onkel.* (I live with my uncle, i.e. at my uncle's).

Vi gjør ikke det hos oss. (We do not do that in our country).

Vi skal ha noen kjente hos oss i dag. (We are having some acquaintances at home to-day).

Du får kjøpt tøy hos skredderen. (You will be able to buy material at the tailor's).

MOT (1)—towards.

Example : *Han kom mot meg.* (He came towards me).

In expressions of time : *mot slutten av uken,* towards the end of the week.

(2) against.

Examples : *Vi hadde vinden mot oss hele tiden.* (We had the wind against us all the time).

De som ikke er med oss, er mot oss. (Those who are not with us are against us).

Hva har De mot meg. (What have you against me ?).

A kjempe mot fienden. (To fight (against) the enemy).

(3)=to.

Examples : *gjøre mot* (do to).

snill, vennlig mot (nice, kind to=towards).

The opposite is : *Slem* (or: *uvennlig*) *mot*.

OM.—(1) around

Often in conjunction with *rundt*.

Example : *Rundt om haven gikk det et gjerde* (a fence)=
omkring.

(2) about, of, on. Introducing the topic in question.

Examples : *Taleren snakket om Irland.* (The speaker talked about Ireland).

Hva sier de om det.

I går så vi en film om Norge.

Den handlet om Norges natur. (It dealt with (was about) the scenery of Norway).

Further : *å skrive om, lese om, høre om, vite om, si om*, etc.

(3) N.B.—for about, meaning approximately, Norwegian uses : *Omkring, circa (ca), omtrent, en* (=some).

(4) In, during. About time or season in a number of expressions :

<i>om sommeren</i>	..	..	..	in summer
<i>om vinteren</i>	..	..	..	„ winter
<i>om morgenen</i>	..	..	..	„ the morning
<i>om kvelden</i>	..	..	..	„ the evening
<i>om natten</i>	..	..	..	at night, by night
<i>om dagen</i> ..	..	..	..	during the day, in the daytime, by day

N.B.—*om*=in signifying after a lapse of a certain time :

om fem minutter in five minutes

om ti år in ten years

Example : *Jeg skal være tilbake om fem minutter.* (I shall be back in five minutes).

PÅ=on, on top of.

Example : *på bordet, på fjellet.*

It is also used very much in connection with verbs and adjectives :

Example : *skjenne på* (to scold), *sint på* (angry with).

Expressions : *Tenke på, spekulere på, tvile på, minne en på* (remind somebody of).

TIL.

(1) In the direction of.

Example : *Vi skal til byen for å se en film. Han kom til Oslo forrige mandag.*

(2) Time.

Example : *Jeg kan bli til klokka fem.* (I can stay till 5 o'clock).

UNDER.

(1) Under, below, beneath.

Examples : *Vi rodde under bruа.* (We rowed under the bridge).

Det er intet nytt under solen. (There is nothing new under the sun).

(2) Time=during, in the course of a special event.

Examples : *Under mitt opphold i Bergen.* (During my stay in Bergen).

Under krigen. (During the war).

During the last few years=*i (løpet av) de siste få år.*

I.

(1) In—inside.

Example : *Min bror arbeider i haven.* (My brother is working in the garden).

(2) Into. Often in conjunction with adverbs of *ut, inn, bort*, etc.

Example : *Flygeren falt i vannet.* (The pilot fell into the water).

Svømmeren hoppet ut i elva. (The swimmer jumped into the river).

3a) Time=for, denoting length of time. It is here, however, often omitted altogether.

Examples : *Krigen varte i fem år.* (The war lasted for five years).

Mine foreldre bodde der bare (i) noen få uker. (My parents only stayed there (for) a few weeks).

(b) In the course of. See under.

Example : *I de siste årene av sitt liv bodde han i Sverige.* (During the last (latter) years of his life he lived in Sweden)

Useful prepositional phrases of time :

<i>i dag</i> (to-day)	<i>i år</i> (this year)
<i>i morgen</i> (to-morrow)	<i>i fjor</i> (last year)
<i>i morges</i> (this morning)	<i>i vår</i> (this spring)
<i>i ettermiddag</i> (this afternoon)	<i>i fjor vår</i> (last spring)
<i>i kveld, i aften</i> (this evening, to-night)	<i>i høst</i> (this autumn) <i>i fjor høst</i> (last autumn)
<i>i natt</i> (last night)	<i>i sommer, etc.</i> (this summer), etc.

Example : What are you going to do to-night ? (*Hva skal du gjøre i kveld ?*).

Vocabulary

<i>knekke</i> (-te) (crack)	<i>smie</i> , c. (smithy)
<i>nøtt</i> , f. (nut)	<i>smed</i> , <i>sme</i> :, c. (smith)
<i>mark</i> , c. (worm)	<i>sund</i> } (in, to pieces)
<i>markspist</i> (worm-eaten)	<i>i stykker</i> } (in, to pieces)
<i>med det samme</i> (at the same moment)	<i>hammer</i> , c. (hammer)
<i>knapp</i> , c. (button)	<i>ámbolt</i> , c. (anvil)
<i>nål</i> , f. (needle)	<i>sint</i> (angry)
<i>hull</i> , n. (hole)	<i>storslegge</i> , 'sto`ɔ:rʃleggə, f. (sledgehammer)
<i>knappenålshull</i> , n. (pin-hole)	<i>bit</i> , c. (bit, piece)
<i>selvfølgelig</i> , sel'fø'læli (of course)	<i>brake</i> (-et) (give noise)
<i>ikke før—før</i> (no sooner— than)	<i>hytte</i> , f. (hut)
<i>pinne</i> , c. (peg)	<i>ramle</i> (-et) <i>ned</i> (tumble down, collapse)
<i>stykke</i> , n. (piece, here : dis- tance)	

208 Exercise 50a

Read aloud. Then try to relate it.

Gutten og fanden.

Et norsk folkeeventyr (folk-tale).

Det var en gang en gutt som gikk på en vei og knekte nøtter. Så fant han en som var markspist, og med det samme møtte han fanden. "Er det sant," sa gutten, "det de sier at fanden kan gjøre seg så liten han vil, og tvinge seg gjennom et knappenålshull ?" "Ja, selvfølgelig," svarte fanden. "Å, la meg se deg gjøre det; kryp inn i denne nøtta hvis du kan," sa gutten. Og fanden gjorde det. Men han var ikke før kommet inn gjennom markhullet, før gutten satte i en liten pinne. "Nå har jeg deg der," sa han, og stakk nøtta i lomma.

Da han hadde gått et stykke, kom han til en smie. Der gikk han inn, og bad smeden om han ville slå sund nøtta for ham. "Ja, det skal være lett gjort," sa smeden, og tok den minste hammeren han hadde, la nøtta på ambolten og slo til, men den ville ikke i stykker. Så tok han en litt større hammer, men den var ikke stor nok heller. Han tok da en enda større en, men nei,—nøtta ville ikke i stykker. Men så ble smeden sint og tok storslegga. "Jeg skal vel snart få deg i stykker," sa han og slo så hardt til at nøtta gikk i tusen biter, og halve smietaket fløy av, og det braket som om hytta skulle ramle ned.

"Jeg mener fanden var i nøtta, jeg," sa smeden.

"Ja, han var så," sa gutten.

Note.—Take a careful glance at the punctuation of this piece and see if there are any striking differences between English and Norwegian in the use of the various stops.

208 Exercise 50b

Vocabulary

veranda, c. (veranda)	etasje, e'ta':ʃə, c. (storey,
på grunn av (on account of)	floor)
busk, c. (bush)	hoved- (main)

<i>nesten ikke</i> (hardly)	<i>inngang</i> , c. (entrance)
<i>alle slags</i> (all kinds of)	<i>buss</i> , c. (bus)
<i>rose</i> , c. (rose)	<i>på vei til</i> (on its (his, her, etc.) way to)
<i>fotsti</i> , c. (footpath)	<i>brygge</i> , f. (quay)
<i>føre (-te)</i> (lead)	<i>være interessert i</i> (be inter- ested in.)
<i>plante (-et)</i> , c. (plant)	
<i>hekk</i> , c. (hedge)	
<i>vende (-te) mot</i> (face)	

I have *for* many years lived just *by* the Oslofjord *in* a small town which is called Moss. My parents own a large beautiful house there. *In front of* it there is a veranda *with* large windows. One can hardly see our house *from the street* *on account of* the garden *with* all the trees and bushes. *In* summer it is full *of* all kinds of flowers and roses. A footpath leads *up to* the house, and *on* each side *of* this path a hedge is planted (tr. is there planted a hedge). If one goes *through* the garden, one comes *to* the main entrance. The house consists *of* three storeys *with* seven rooms *on* (tr. *in*) each floor. *Behind* the house there is a wood, and here we used to play *in* the afternoon when (*når*) we came home *from* school (tr. the school).

Ten years *ago* there were no houses *in* the neighbourhood, but *during* the last years *about* a dozen new houses have been built *on* both sides *of* the street.

My window faces the street and I can see all the buses and cars which drive *past* our house. They are either *on* their way *to* the quay or the station.

I lived *with* my parents until I was twenty years old. Later I went *to* Oslo *in order to* study languages which I have always been interested in. (Note place of adverb *in* a subordinate clause).

I went home *in* my holidays as the distance *between* Oslo and Moss is not (note place of adverb *here*) more than 60 kilometers, or *about* 37 English miles.

During my stay *in* Oslo I made (tr. got) many friends *from* all parts of the country, and I saw and learnt many things which I have never heard *of* before.

PREPOSITIONS BEFORE THE INFINITIVE

Rendering of the English -ing forms

One of the first things that is bound to strike an Englishman learning Norwegian is the special use of the infinitive. It has already been mentioned that any kind of preposition can be placed in front of it without affecting the form of the infinitive at all. In other words there is no form corresponding to the English *-ing* form used after prepositions and certain types of verbs.

Examples :

He left without saying goodbye *Han gikk uten å si farvel*
I enjoy ski-ing *Jeg liker å gå på ski*

A great many nouns, adjectives and verbs are followed by prepositions plus the infinitive. To find the right preposition here may sometimes be difficult. English may have a preposition plus *-ing* form, or just the infinitive with "to." Of the vast number of expressions of this kind a few useful examples will be singled out by way of illustration.

Nouns :

<i>håp, n. om å se</i>	..	..	hope of seeing
<i>chanse for å få</i>	..	..	chance of getting
<i>middel til å finne</i>	..	..	means of finding
<i>forsøk på å gjøre</i>			attempt(s) at making, to make

Adjectives and Past Participles :

<i>glad i å lese</i>	..	..	fond of reading
<i>lei</i>	..		
<i>trett } av å vente</i>	..	..	tired of waiting
<i>sikker på å beholde</i>	..	..	sure of keeping
<i>glad over å se</i>	..	..	glad to see
<i>forbauset over å høre</i>	..	..	surprised to hear (at hearing)
<i>god, flink til å tegne</i>	..	..	good, clever at drawing

Verbs :

<i>áklage (-et) }</i>			
<i>beskylde (-te) }</i>	<i>en for å</i>	..	accuse someone of +ing form

Examples :

Naboen vår er blitt beskyldt for å ha stjålet en sekks poteter Our neighbour has been accused of having stolen a sack of potatoes

One further point should be mentioned, where English “to” is used for Norwegian : (1) å ; (2) for å ; (3) til å

(1) The infinitive with å is very frequently used as an object of a verb and also, though far more rarely, as a subject. In many instances English could here employ the -ing form, which goes to show that the infinitive really is a noun here.

Examples—*As a subject*:

Å lære å gå på ski er ikke så lett. To learn to ski is not so easy.

Å være eller ikke være, det er spørsmålet. To be or not to be, that is the question.

As an object:

Jeg lærte å kjøre i fjor .. I learnt to drive last year.
Hun glemte å svare .. She forgot to answer.

(2) **for å** is used of purpose—in order to, with the object of.

So whenever **to** is equivalent to : *in order to* use **for å** in Norwegian.

Examples :

Jeg må (gå) på stasjonen for å møte ham. I must go to the station to meet him.

Jeg har spart penger for å kjøpe en gave til min søster. I have saved money to buy a present for my sister.

(3) **til å**—“til” is here a preposition in a more concrete sense than “for” in “*for å*.” It is used in certain prepositional expressions in connection with nouns, adjectives and verbs.

Examples—*Nouns*:

Jeg har ikke tid til å gjøre det. I haven’t time to do it.

Det var grunn til å tro det var sant. There was reason to believe it was true.

Jeg har stor lyst til å gjøre det. I have a great mind to do it.

Du har rett til å gjøre det You have a right to do it.

Adjectives :

Han var ferdig til å reise . . . He was ready to leave.

Above all when the adjective is used in connection with the adverbs : **for** (too) and **nok** (enough) :

Du er for ung til å gå til sjøs You are too young to go to sea

Det er for godt til å være sant It is too good to be true

Han er dum nok til å gjøre det He is stupid enough to do it.

Very often after superlatives where the infinitive does the work of a relative clause :

Han var den første til å le (= som lo) He was the first to laugh (who laughed)

Verbs :

Han ble oppfordret til å synge He was called upon to sing

De trang meg til å tie . . . They forced me to keep quiet

**Infinitive in English rendered by
Subordinate Clause in Norwegian**

(See also page 173)

The infinitive in English can be used in a more free and elastic way than in Norwegian. After verbs expressing desire and volition English employs the infinitive which, when rendered into Norwegian, must be transformed into a subordinate clause introduced by “*at*” (that). This “*at*,” however, is very often omitted, especially in everyday speech, e.g. :

<i>I want you to do it</i>	..	<i>Jeg vil (at) du skal gjøre det.</i>
<i>I want you to come</i>	..	<i>Jeg vil (at) du skal komme.</i>

Nelson’s famous words : “England expects every man to do his duty,” must in Norwegian be rendered thus : *England venter at hver man gjør sin plikt.*

In cases where the infinitive is preceded by the adverbs how=*hvordan*, *hvorledes*, where=*hvor*, the pronoun what=*hva*, or the conjunction when=*når*, we find examples of the same phenomenon :

Infinitive	Subord. Clause
He showed me how to do it.	<i>Han viste meg hvordan jeg skulle gjøre det.</i>
She did not know where to go.	<i>Hun visste ikke hvor hun skulle gå (hen).</i>
I did not know what to do.	<i>Jeg visste ikke hva jeg skulle gjøre.</i>
He did not know when to say stop.	<i>Han visste ikke når han skulle si stopp.</i>

å omitted

Like English "to," å is omitted after the modal auxiliaries and verbs like : *høre* (hear), *se* (see), *føle* (feel).

In front of : *be* (ask) and *gide* (care to) some people leave out the å, others do not. Examples : *Jeg bad ham (å) komme.* *Han gad ikke (å) gjøre det.* In the former sentence the preposition *om* (about) may be added, and then å cannot be omitted, e.g. : *Jeg bad ham om å komme.*

Idioms :

<i>få en til å gjøre en ting</i>	.. make someone do a thing
<i>jeg kan ikke la være å</i>	.. I cannot help + -ing form
<i>jeg har ikke råd til å</i>	.. I cannot afford to
<i>være i stand til å</i>	.. to be able to
<i>få lov til å</i>	.. get permission to
st. v. <i>forlåte</i> (leave)— <i>forlöt</i> — <i>forlått</i> .	

209 Exercise 51a

Study carefully and translate these isolated sentences into English :

Piken (here : *the maid*) holder på å lage mat.

Jeg er ikke i stand til å høre hva du sier.

Datteren fikk ikke lov til å forlate hjemmet.

Min onkel er alltid den første til å le når noe går galt.

Sønnen hadde ikke (noe) lyst til å reise utenlands (= til utlandet).

Her er det sannelig små chanser til (also : for) å vinne. Er du ferdig (*ready*) til å gå ? Det var morsomt å se hvor lett han lærte å spille. Jeg kunne ikke la være å le. Få meg ikke til å le, er du snill ! Kapteinen hadde lite håp om å redde skipet fra å synke. Et drama av Ibsen er vel verdt å se. Jeg har ikke råd til å kjøpe billett.
Idioms :

- | | |
|-----------------------------|-----------------------------------|
| <i>bli kvitt noe, noen</i> | .. get rid of something, somebody |
| <i>ha det travelt med å</i> | .. be busy (with) + -ing form |

Vocabulary

<i>forkjølelse</i> , c. (cold)	<i>flytte</i> (-et) (move)
<i>skru</i> (-dde) <i>på</i> (screw, switch on)	<i>praktisk</i> (practical)
<i>sjømann</i> , c. (sailor)	<i>kjempe</i> (-et) (fight)
<i>forsøke</i> , <i>få'fø':ke</i> (-te) - <i>prøve</i> (try)	<i>videre</i> , adv. (on)

209 Exercise 51b

My sister likes to hear music and she herself is clever at playing (the) piano. My brothers like rowing and fishing. To do it now would be both difficult and dangerous. Last year I learned to read and speak Norwegian. Have you time to come to dinner ? Our friends had promised to come to the station to say good-bye to us. I am tired of hearing the same story so many times. Haven't you found any means of getting rid of your cold yet ? I was just going to bed when the telephone rang. I am afraid of meeting him as he is likely to beat me. She switched on the wireless to hear the latest news (use plural). The sailors saved their lives (translate : *the life*) by swimming in the cold water. They had tried to save the ship first. The daughter went to the station to meet her father. I am busy (translate : *with*) moving, but do not know how to do it in the most practical way. Without saying a word he left the room. After having lived there for 10 years he suddenly moved. I have (a) great mind to talk to him. The King encouraged the people to fight on.

CONJUNCTIONS

In order to link together sentences, clauses, phrases, or single words we use CONJUNCTIONS. We have already come across a fair number of these words, so this chapter will be more of a review lesson with some additional notes here and there.

For practical purposes we generally divide the conjunctions into two classes : (1) Co-ordinating conjunctions, and (2) Subordinating conjunctions.

I—Co-ordinating Conjunctions

These words join together in various ways sentences or words of a similar type.

- | | |
|------------------------------------|--|
| (1) <i>og</i> (and) | (5) <i>enten—eller</i> (either—or) |
| (2) <i>både—og</i> (both—and) | (6) <i>hvérken—eller</i> (neither
—nor) |
| (3) <i>så vel som</i> (as well as) | (7) <i>men</i> (but) |
| (4) <i>éller</i> (or) | (8) <i>for</i> (older : <i>ti</i>) (for) |

Examples :

(1) *Jeg skrev brevet og la det i postkassen.* (I wrote the letter and dropped it into the letter-box). *Kvinner og barn.* (Women and children). *Unge og gamle* (Young and old).

(2) *Han elsket både sitt land og sitt folk.* (He loved both his country and his people).

(3) *Du, så vel som han, bør vite at slikt noe ikke går an.* (You, as well as he, ought to know that such things are not done).

(4) *Vil De ha te eller kaffe ?* (Would you like tea or coffee ?)

(5) *Du kan få enten en kake eller et stykke brød.* (You can have either a cake or a piece of bread).

(6) *Han visste hverken ut eller inn* (idiom). (He was quite bewildered).

(7) *Jeg ropte til ham, men han hørte meg ikke.* (I shouted to him, but he did not hear me).

(8) *Jeg kommer ikke til å kjøpe det, for jeg har ikke råd.* (I shan't buy it, for I can't afford it).

“*ti*” is now obsolete. “*Kjør langsomt, ti så kjørte Einar alltid.*” (*Linje fra Bjørnsons berømte dikt : Bergljot.*) (Drive slowly, as that was always the habit of Einar. (A line from Bjørnson’s famous poem : Bergljot).

II—Subordinating Conjunctions

These conjunctions introduce various kinds of subordinate clauses.

The words *at* (that) and *om* (if, whether), both introduce noun clauses.

Han fortalte meg at huset var ødelagt. (He told me that the house was destroyed). *Jeg spurte ham om han ville komme.* (I asked him if he would come).

Note.—Unlike English a that-clause (Norwegian : *åtsettning*, c.) can in Norwegian take a preposition in front of it. Cf. Infinitive page 167.

Example : *Han kom inn uten at jeg merket det.* (He entered without my noticing it). *Jeg er redd for at vi ikke greier det.* (I am afraid we shall not manage it).

Temporal Conjunctions

First of all the pitfall *DA* and *NÅR*. The mixing up of these two words is a very widespread phenomenon in Norway. In English *WHEN* is used for both.

NÅR is used : (1) About happenings in the future :

Example : *Når jeg kommer hjem, skal jeg ta et bad.* (When I get home, I shall have a bath).

(2) For customary or repeated action (both in the present and the past tense).

Når det regner på presten, så drypper det på klokken. A common saying : When it rains on the parson, it drips on the sexton (i.e. : each time it rains). *Når han ble sint, ble han helt rød i ansiktet.* (Whenever he got angry his face would turn completely red). *Jeg hører på det når jeg har tid.* (I listen to it whenever I get time (*når* here : as often as, whenever)).

DA is first of all used about a single happening in the past.

Example : *Da vi reiste, kom alle våre norske venner på stasjonen for å si adjø.* (When we left, all our Norwegian friends came to the station to say good-bye). *Da jeg kom hjem, tok jeg et bad.*

Other conjunctions of time are : *etter at* (after), *før* (before), *mens* (while), *siden* (since), *idet* (as).

Practice in the correct use of *DA* and *NÅR*.

Vocabulary

låse (-te) (lock)

kjenne (-te) *en igjen* (recognise somebody (by sight, by voice, etc.))

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Exercise 52

Translate the following sentences into Norwegian applying the above rules :

- (1) When it is nice weather I play tennis.
- (2) When I came home there was no food in the house.
- (3) When the war is over we shall all go home.
- (4) When we spoke to him he always said : "I don't know."
- (5) I will (*skal*) come when I have eaten.
- (6) When he went out this morning he forgot to lock the door.
- (7) I did not recognise him when I saw him on the station.
- (8) When people become old they get grey hair.
- (9) When it was five o'clock (tr. when the clock was five) the music started to play.
- (10) When we reached the top we were all hungry and tired.

Causal Conjunctions

Da is also extensively used as a causal conjunction, corresponding to English : *as*. *Da vannet var for kaldt, kunne vi ikke bade.* (As the water was too cold, we could not bathe).

We have already come across *FORDI* several times.

Others are : *siden* (since), and *ettersom* (as).

Example : *Siden jeg var bare 18 år, fikk jeg ikke være med* (Being only 18, I was not allowed to join).

Conditional Conjunctions

The two commonest ones are: *hvis* and *dérsom* (if), which can be used indifferently. *Vi skal dra på langtur hvis (dersom) været holder.* (We are going on a long trip, if the weather holds).

Om may also be used in special instances to introduce conditional clauses. *Det ville være trist om det var tilfelle.* (It would be sad if that were the case).

Two other conjunctions should be mentioned: *såfrémt* and *i fall* (in case). They have, however, a somewhat "bookish" colour. *Såfremt* could very well be used in the first of the above sentences.

The English: *unless*, can be rendered with: *hvis ikke, medmindre* or very often: *uten*.

Example: *Du kommer ikke inn uten du har billett.* (You will not get in unless you have a ticket).

Concessive Conjunctions

Those in frequent use are: *skjønt* and *enda*, both meaning: though, and *selv om*, meaning: even if.

Skjønt det bare var mars, var det ganske varmt i luften. (Although it was only March, it was quite warm in the air). *Selv om jeg hadde visst det, ville jeg ikke ha fortalt deg det.* (Even if I had known it, I would not have told you).

To introduce final clauses we use *FORAT* (so that). *Jeg tok på meg en frakk, forat jeg ikke skulle fryse.* (I put a coat on, so that I should not be cold).

The conjunction of consequence is as we already know: *så at* or *så*. *Toget går om fem minutter, så det er best du skynder deg.* (The train will be leaving in five minutes, so you had better make haste. *så at* may be split up just as English: *so that*.

Example: *Snøen var så dyp at det var nesten umulig å komme fram.* (The snow was so deep that it was almost impossible to get through).

Finally a few words on the conjunctions of comparison:

<i>som</i> (as)	<i>så—som</i> (as—as, so—as)
<i>likeså—som</i> , quite } just } as—as	<i>jo—jo</i> (the—the)
	<i>jo—desto</i> (the—the)

Han er ikke så stor som meg. (He is not as big as I).
Han er likeså flink som deg. (He is quite as clever as you).
Jeg kan likeså godt fortelle deg alt sammen. (I might just as well tell you all about it). *Jo lengre du venter, desto mindre blir chansene.* (The longer you wait, the less the chances).
Jo før jo heller. (The sooner the better).

Supplementary Note on Subordinate Clauses

(1) The use of the present participle instead of a complete subordinate clause has no equivalent in Norwegian.

Example : The sentence—Being late, I did not get a seat, must be translated : *Da jeg kom for sent, fikk jeg ingen plass.* (As I was late . . .)

The same thing applies to shortened "sentences" like : When a boy I used to ski. (*Da jeg var gutt, pleide jeg å gå på ski*). Come, if possible. (*Kom hvis det er mulig*).

(2) We already know that if a principle clause is preceded by a subordinate clause subject and predicate change places in the former ("inverted" word order).

Da jeg var gutt, pleide jeg å (I used to).

Vocabulary

<i>modig</i> (brave)	<i>farlig</i> (dangerous)
<i>skipsgutt</i> c. (prentice <i>naut.</i>)	<i>til værs</i> (up in the air, aloft)
<i>uskadd</i> (unscathed, safe)	<i>enke</i> c. (widow)
<i>fornøyd</i> (contented)	<i>dérpå, så</i> (then)
<i>overraske</i> (-et) (surprise)	<i>vant</i> n. (shroud <i>naut.</i>)
<i>stå på</i> (st. v.) (last)	<i>levende</i> (alive)
<i>tau</i> n. (rope)	<i>ekorn</i> n. or c. (squirrel)
<i>komme i ugreie</i> (get into disorder, entangled)	<i>skute</i> f. (ship, vessel)
<i>rette</i> (-et) <i>på</i> (put right)	<i>krenge</i> (-te) (heel over)
	<i>frimódig</i> (cheerful, fearless)

210 Exercise 53a

Read and translate :

Den modige skipsgutten.

Et skip var på vei til Amerika. Midt i Atlanterhavet ble det overrasket av en storm som stod på i fem dager. Da stormen var på det verste (*at its worst*), kom et tau i ugreie på en av rærne. Dette måtte rettes på. Men det var farlig å gå til værs i slik en storm. Kapteinen sa til en skipsgutt at han skulle gjøre det. Det var en liten gutt, ikke mer enn tretten år gammel, eneste barn av en fattig enke.

Gutten så først opp til råa og så (*then*) ned i bølgene som hele tiden brøt inn over dekket og likesom (*as it were*) strakte armene ut etter ham. Derpå så han på kapteinen og sa : " Jeg kommer straks." Han forsvant, men kom straks tilbake og skyndte seg frimodig oppover vantet. Den mann som har fortalt dette, stod på dekket ved masten og fulgte gutten med øynene. Han spurte kapteinen : " Hvorfor sender du denne vesle gutten opp ? Han vil ikke komme levende ned igjen." Kapteinen svarte : " Menn faller hvor gutter står, han der klatter som et ekorn." Mannen så opp. Nå var gutten høyt oppe. Skuta krengte så sterkt at rærne nesten nådde bølgetoppene. Men gutten tapte ikke motet, og innen (*within*) et kvarter kom han ned igjen, uskadd og fornøyd.

Idioms :

- | | |
|-------------------------------------|---|
| (1) <i>Det er ikke min skyld</i> .. | It is not my fault |
| (2) <i>ha skylden for</i> | .. be responsible for, bear the blame for |

gå forbi (pass by)
om og om igjen (over and over again)
bemerkning, *bemærkning*, c. (remark)
hen til (up to)

krage, c. (collar, on coat)
politistasjon, c. (police station)
få vite (get to know, learn)
vende (-te) seg (turn round)
smil, n. (smile)

ZII Exercise 53b**Who Did You Think it Was ?**

It happened in Norway during the war. A young man was one day sitting in a park in Oslo. People who were passing by heard him say(ing) over and over again :

"There is only one man who is responsible for all this."

A Nazi heard the remark and went up to him, seized him by (i) the collar and took him to the police station. Here the police learned what the man had said. "Whom do you mean," asked the policeman angrily, "when you say that there is only one man who is responsible for all this?"

"Churchill, of course," answered the man firmly.

Then he was allowed to go, but just before he disappeared out of the door, he turned round, looked at the Nazi and the policeman, asking (translate : and asked) with a smile, "who did you think it was, then ? "

WORD ORDER (*Ordstilling*)

In simple assertive sentences the word order in Norwegian is the same as in English.

Examples :

Det regner i dag (It is raining to-day)

Skipet seilte samme aften .. (The ship sailed the same evening)

Han kom for en uke siden .. (He arrived a week ago)

Inversion

If, however, any part of the predicate is placed before the subject, the subject and verb change place. (N.B.—A conjunction is not a part of the predicate). This change in the normal word order is called : INVERSION, a feature which is also found in English, though not to such an extent as in Norwegian.

By way of illustration let us make some alterations to the above sentences :

I dag regner det (To-day it is raining)

Samme aften seilte skipet .. (The same evening the ship sailed)

For en uke siden kom han .. (A week ago he arrived)

Further examples :

- Store er de ikke* (They are not big)
Nå må vi gå (Now we must go)
Så sa han : "... (Then he said : "...")

Inversion caused by Subordinate Clauses

If a principal clause is preceded by a subordinate clause, we also get inversion, e.g. :

Når jeg kommer hjem, leser jeg avisen. (When I get home, I read the newspaper). *Hvis jeg får tid, skal jeg komme.* (If I get time, I shall come). (See note 2 on page 76).

Note especially : *Skal du bli flink, sa han, må du øve flittig.* (If you want to get clever, he said, you must practise intensely). But if the principal clause comes first, we get the normal order.

Example : *Jeg leser avisen når jeg kommer hjem.*

Place of Adverbs

The adverbs and adverbial phrases are, as a rule, placed after the verb (or in compound tenses generally after the auxiliary, as in English).

- Han kommer alltid sent hjem* (He always comes home late)
Det hender ofte (It often happens)
Jeg møtte også min nabo .. (I also met my neighbour)
Jeg har aldri forsøkt .. (I have never tried)

If on the other hand we put the adverb at the head of the sentence, we get inversion as is shown above : *Alltid kommer han sent hjem. Ofte hender det at. . . .*

For the position of the adverb of negation, see pages 76 (note 1), 95.

Note especially that if in a simple sentence the object is a pronoun, the negative comes after. If on the other hand, the object is a noun the normal word order is preserved.

- Jeg så ham ikke¹* (I did not see him)
Jeg kjenner henne ikke .. (I do not know her).
Jeg klarer det ikke .. (I do not manage it)
Bry deg ikke om det .. (Don't bother about it).

But normal order in compound tenses :

- Jeg har ikke sett ham* .. (I have not seen him)

¹ But stressed of course: *Jeg så ikke ham*

Normal order with a noun :

Jeg kjente ikke fyren . . . (I did not know the fellow)

Vocabulary

<i>prest</i> , c. (minister, parson)	<i>i stedet (for)</i> (instead (of))
<i>svær</i> (big)	<i>trapp</i> , f. (staircase)
<i>kar</i> , c. (fellow)	<i>krone</i> , c. (crown)
<i>klokker</i> , c. (sexton)	<i>scepter</i> , 'se'ptər, n. (scepter)
<i>hovedvei</i> , c. (main road)	<i>glitre (-et)</i> (glitter)
<i>notis, no'ti:s</i> , c. (notice)	<i>øst</i> (east)
<i>opp på siden av</i> (alongside)	<i>vest</i> (west)
<i>kappe</i> , c. (gown)	<i>jo-ho</i> (well)
<i>hovmod, 'hå'vmod</i> , n. (arrogance)	<i>ja, ja</i> (very well)
<i>vant til</i> (accustomed to)	<i>verdt</i> (worth)
<i>ha ord for å være</i> (supposed to be, considered to be)	<i>Vårherrre</i> (Our Lord)
<i>gap</i> , c. (fool)	<i>verdsette, (verdsatte, verdsatt)</i> (value, estimate)
<i>klok</i> } wise	<i>sølvpenge</i> , c. (silver piece)
<i>vis</i> }	<i>nå, nå</i> (so, so)
<i>ha lyst, c. til</i> (desire, have a great mind to)	<i>Å</i> (why)
	<i>feil</i> , adv. (wrong)

211 Exercise 54

Presten og klokken.

Det var en gang en prest som mente han var slik en svær kar. Når han så noen komme kjørende mot seg på hovedveien, ropte han så høyt han kunne : "Av veien, av veien, her kommer selve presten."

Så hendte det en gang han kom kjørende at han møtte kongen. "Av veien, av veien," skrek han langt borte.

Men kongen tok ingen notis av ham og kjørte som vanlig, så denne gangen måtte presten av veien.

Men da kongen kom opp på siden av ham, sa han : "I morgen skal du møte meg på slottet, og hvis du ikke kan svare på tre spørsmål som jeg vil gi deg, skal du miste både kappe og krage for ditt hovmod."

Det var noe annet enn det presten var vant til. Rope og skrike, det kunne han, men det var også omtrent alt. Så reiste han til klokkeren, som hadde ord for å være mye klokere enn presten. Til ham sa presten at han ikke hadde lyst til å reise, for en gap kan spørre mer enn ti vise kan svare, sa han, og så fikk han klokken til å reise i stedet.

Ja, klokken reiste, og kom til slottet med prestens kappe og krage på. Kongen selv møtte ham på trappa med krone og scepter, og var så fin at det glitret lang vei. "Nå, er du der ?" sa kongen. Ja, han var da det, det var sikkert nok. "Si meg nå først," sa kongen, "hvor langt er det fra øst til vest ?" "Det er en dags reise, det," sa klokken. "Hvorledes det ?" sa kongen. "Joho, solen står opp i øst og går ned i vest, og den reisen gjør den lett på en dag," sa klokken. "Ja, ja," sa kongen. "Men si meg nå, hvor mye tror du jeg er verdt slik som jeg står foran deg her." "Å, Vårherre ble verdsatt til tredve sølvpenger, så jeg kan vel ikke sette deg høyere enn til ni og tjue," sa klokken.

"Nå, nå," sa kongen. "Siden du er så klok på alle ting, si meg hva det er jeg tenker nå ?" "Å, du tenker sikkert det er presten som står foran deg, men der tenker du feil, for det er klokken."

"Nå, så reis du hjem og vær prest, og la ham bli klokke," sa kongen, og slik ble det.

In this story, written in a natural narrative style, there are a great many instances of "INVERSION." Go through them all carefully and try to find the reason for their occurrence in each case.

Ordspråk.

Hovmod står for fall. Hva er det tilsvarende ordspråk på engelsk ?

Vocabulary

<i>samling</i> , c. (collection)	<i>gjette</i> (-et) (1, guess, 2, solve)
<i>glassmester</i> , c. (glazier)	
<i>hode</i> , n. (head, here: brain)	<i>gåte</i> , c. (riddle)
<i>flittig</i> (industrious)	<i>for en stor del</i> (for the most part)
<i>lese med</i> (to coach)	

<i>eksamen</i> , <i>ek'sa':mən</i> , c. (examination, degree)	<i>hedning</i> , <i>'he':dninj</i> c. (heath-en)
<i>studénteksamen</i> (matriculation exam.)	<i>fullt og fast</i> (fully and firmly)
<i>velstående</i> (well-to-do)	<i>troll</i> , n. (troll, gnome)
<i>nabo</i> , c. (neighbour(ing))	<i>nisse</i> , c. (goblin)
<i>bygd</i> , f. (country district)	<i>dverg</i> , c. (dwarf)
<i>stúdium</i> , n. ; pl. <i>stúdier</i> (study)	<i>overtro</i> , c. (superstition)
<i>lesning</i> , c. (reading, study)	<i>kiste</i> , c. (chest, drawer)
<i>slutt</i> , c. (finish ; and predicatively finished)	<i>skap</i> , n. (cupboard)
<i>gjerne</i> (1, willingly, 2, expressing habit—usually)	<i>bli enig om</i> (agree to, about)
<i>peis</i> , c. (fireplace, grating)	<i>minne</i> , n. (memory, remembrance)
<i>korte</i> , <i>'kå'ttə (-et)</i> (shorten, pass away)	<i>forfedre</i> , <i>'få'rfe(:)drə</i> , pl. (ancestors)
<i>helt fra</i> (right from)	<i>trykke</i> (-te) (1, press, 2, print)
	<i>populær</i> (popular)

Exercise 55

LAST

P212

Chr. Asbjørnsen og Jørgen Moe. [mo:]

Første del.

De to eventyrene vi har lest: Gutten og fanden og Presten og klokkeren, er tatt fra Asbjørnsen og Moes eventyrsamling.

Peter Christen Asbjørnsen ble født i Oslo 1812. Far hans var glassmester. Peter hadde et godt hode, men var ikke særlig flittig på skolen. Så sendte faren ham opp til Norderhov på Ringerike. Der var det en prest som leste med slike karer til studenteksamen.

Jørgen Moe var sønn av en velstående bonde fra nabobygda Hole på Ringerike. Han var et år yngre enn Asbjørnsen. Jørgen Moe skulle også lese til studenteksamen hos presten i Norderhov. Slik kom Asbjørnsen og Moe sammen, og de ble venner for livet. Jørgen Moe var meget interessert i sine studier og var svært flittig. Men

Asbjørnsen likte ikke å lese, og det gikk ikke bedre med lesningen her på landet enn i Oslo. Etter et par år tok faren ham hjem igjen. Han ble ikke student før tre år etter Moe.

Annen del.

Det var få bøker og aviser den gang. Når arbeidet for dagen var slutt, samlet folk seg gjerne om peisen og kortet tiden med å fortelle historier og eventyr og gjette gåter. Det var for en stor del de samme eventyrene som var blitt fortalt i flere hundre år. Flere av dem var helt fra hedningetiden. Nå trodde de ikke lenger på Odin og Tor. Men de trodde fullt og fast på troll og nisser og dverger, som av og til kom fram og viste seg for menneskene. Vi kaller alt slikt for overtro. Men i gamle dager trodde mange at det var sant det som ble fortalt i disse gamle historiene.

De to unge studentene skjønte at det var med eventyrene som med et gammelt skap eller en gammel kiste. De er minner fra forfedrene. Men snart ville de bli glemt. Derfor ble de enige om å samle alle de eventyr som folk fortalte, og få dem skrevet ned og trykt.

Disse eventyrene kom første gang ut i 1842, og nå er de like populære i Norge som fortellingene om Alice in Wonderland er det i England.

Interjections and Exclamations

In the story : Presten og klokkeren, we met with quite a number of words of exclamation. When we want to draw someone's attention to something, we generally use the expression : *Hør her* (Listen, I say). *Hør her, Sigmund, du må ikke holde sånt leven.* (I say, Sigmund, you must not make such a noise). If we wish to show our sympathy, we say : *Det var synd !* (What a pity !). *Det var synd at han skulle brekke benet.* (It was a pity that he broke his leg). *Stakkars gutt !* (Poor boy !).

Expressions of surprise : *Du store min !* (Good gracious !). *Nei jaså*, or *Virkelig*. (Indeed, really). *Kristian er kommet tilbake*. *Nei jaså, det var hyggelig*. (Kristian has come back. Really, how nice). *Au* (oh) denotes pain. *Au, jeg skar meg i fingeren*. (Oh, I've cut my finger).

Expressions of approval : *Hurra ! Lenge leve ! La oss rope et tre ganger tre hurrá for fedrelandet.* (Let us give three cheers for our native country). *Akk* is more or less a sigh = alas.

Under this heading we may also include some greetings and conventional phrases. When we meet in the morning we say : *God morgen*, in the evening : *God aften*, or *God kveld*. The same expressions are also used when parting.

Leaving late, the expression is : *God natt*. Other expressions independent of time of day are : *Ha det bra*. (Best of luck), or also : *Du får leve så vel*. We already know : *Adjs* and *Farvel*.

To all these parting expressions the adverb *da* is very often added, thus : *god morgen da*, colloquially : *go'må'na*, *farvel da*, *far've'la*, etc.

When we meet some one during the day, we may say : *God dag*, corresponding more or less to the English : *How do you do*. When you are sitting at the table and are handing somebody, let us say, the bread, you must always say : *Vær så god*. (No equivalent in English. Lit. : be so good). The one who receives says either : *takk*, *takk skal de ha*, *mange takk*, or *tusen takk*.

Asking a favour : *Vil De være så snill å sende meg saltet ?* (Would you pass me the salt, please). *Med fornøyelse*. (With pleasure). *Vil De ha mer te ?* (Would you like some more tea ?). *Ja, takk*. (Yes, please). Do not forget to say : *Takk for maten*, when you have finished your meal. The host or the hostess (*verten eller vertinnen*) replies : *Vel bekόmme*.

Inquiring about health : *Hvordan står det til ? Hvordan har du det ?* (How are you ?). *Jo, takk, bare bra*. (I am quite well, thank you). If you tread on somebody's toe, you should say : *Om forlatelse*. (I beg your pardon, I am so sorry). The sufferer is likely to reply : *Å jeg ber*, or less formally : *Det gjør ikke noe*, or : *Det er ikke så farlig*. (It doesn't matter. It's all right).

Unnskyld at jeg forstyrre Dem. (Excuse my interrupting you).

PART III. KEY TO EXERCISES

Exercise 1a 61

I am here. Are you there ? He waits (or is waiting) at home. She has been out. You were at home. We wait (or are waiting) here. They reach home late. Yes, it gets (or is getting) late.

Exercise 1b 62

Jeg er fri. Hun var fri. Du hadde vært fri. Han har en kniv. Dere hadde en kniv. Vi hadde hatt en kniv. Det blir kaldt. Det ble kaldt. Det har (also er) blitt kaldt.

Exercise 2a 64

(1) I awoke early to-day. (2) I brushed my hair and washed (myself). (3) She jumped into the sea. (4) He noticed it and saved her. (5) You have thrown a stone. (6) Can you get me a book ? (7) I remember I spoke with him. (8) I think so. (9) She expected a letter from you. (10) He stopped the car.

Exercise 2b 64

(1) De reddet ham. (2) Han hadde badet i sjøen. (3) De kastet en stein. (4) Han våkner tidlig. (5) Hun ventet på ham. (6) Jeg hadde ikke børstet mitt hår. (8) De jaget meg bort.

Exercise 3a 65

(1) We shared the cake between us. (2) I feel the cold. (3) Can you hear me ? (4) Yes, I hear you. (5) He drove the car through the wood. (6) He managed to read the book. (7) She read a book about Norway. (8) I borrowed the book from her. (9) The teacher praised the pupil. (10) They smiled at me. (11) I rely upon luck. (12) The student saved money and went abroad. (13) Save his life ! (14) We doubted his words. (15) How long does the film last ? (16) He showed us the way. (17) You have eaten up the cake.

66 Exercise 3b

(1) Jeg lånte en bok. Jeg har lånt en bok. Jeg hadde lånt en bok. (2) Jeg leste avisen. Jeg har lest avisen. Jeg hadde lest avisen. (3) Han kjørte bilen. Han har kjørt bilen. Han hadde kjørt bilen. (4) De hørte radio. De har hørt radio. De hadde hørt radio. (5) Dere roste stykket. Dere har rost stykket. Dere hadde rost stykket. (6) Hun svarte meg. Hun har svart meg. Hun hadde svart meg. (7) Filmen varte lenge. Filmen har vart lenge. Filmen hadde vart lenge. (8) Læreren talte om Norge. Læreren har talt om Norge. Læreren hadde talt om Norge.

66 Exercise 4a

I met father yesterday. He had bought (some) flowers for mother. I have saved money in order to buy a present for my sister. I will buy something she will like. (Lit. : likes). "Father, can't you hear that mother is calling ? She thinks that you have lost the bet."

67 Exercise 4b

(1) Jeg liker å lese. (2) Jeg leste om Nansen i går. (3) Min søster liker å høre musikk. (4) Jeg liker ikke å møte ham. (5) Han ropte av glede da han møtte henne. (6) Møt meg på stasjonen i morgen. (7) Tyskland tapte krigen. (8) Kan du låne meg to shilling? (9) Jeg har kjøpt et lommetørkle. (10) Vis meg en butikk.

68 Exercise 5a

(1) I dreamt last night that I bathed in the Thames. (2) He had hidden the cap behind a tree. (3) Where have you hidden my cap ? (4) To hide is not to forget. (Lit. : "hidden is not forgotten"). (5) He called me a fool. (6) What do you call a man who loses courage ? (7) I call him a coward. (8) You must distinguish between music and noise. (9) We don't know him. (10) I knew him well. (11) I felt no pain. (12) He understands nothing. (13) Did you understand the meaning ? (14) I understood what he talked about.

68

Exercise 5b

- (1) Moren forstod at gutten drømte. (2) Hun glemte å svare. (3) De kalte ham Gudmund. (4) Hun hadde gjemt bort blomstene som hun hadde kjøpt. (5) De forstod hva han mente. (6) Han hadde kjent henne i mange år. (7) Jeg lærte å kjøre i fjor. (8) Jeg kjente veien.

70

Exercise 6

ONLY THE TRANSLATION :

- (1) The smoke chokes (or : is choking) him. (2) She lays the cloth on the table. (3) The hen lays eggs. (4) He places the chair in the corner. (5) You count to a hundred. (6) Mother tells fairy tales. (7) Father hands me an apple. (8) I stretch myself in the morning. (9) That arouses great interest. (10) Mother wakes me early in the morning. (11) They elect a king. (12) Are you following my advice ? (13) What are you asking about ? (14) I am greasing my shoes. (15) The farmer sells butter. (16) You do not speak the truth. (17) She brings good news. (18) The wolf does great harm.

71

Exercise 7a

"Can you tell me the way to Holbergs Square ?" "Oh, yes, you continue up the street and turn first to the left then to the right." "Do you think I will manage to find my way in the dark ?" "It would be best to take a taxi. I always do that when it is dark." "Yes, but I haven't a penny." "I can lend you a few 'kroner'." "Many thanks. That is really kind of you." "Here is my address." "And the name (please) ?" "Rolf Strand."

72

Exercise 7b

- (1) Sangeren øvde daglig.
Sangeren har øvd daglig.
- (2) Jeg strevde hardt, men lærte lite.
Jeg har strevd hardt, men har lært lite.
- (3) Ørnen svevde høyt oppe i luften.
Ørnen har svevd høyt oppe i luften.
- (4) Eleven prøvde å lære diktet utenat.
Eleven har prøvd å lære diktet utenat.
- (5) Du behøvde ikke å betale.
Du har ikke behøvd å betale.

In English :

- (1) The singer practises daily.
- (2) I try hard, but learn little.
- (3) The eagle hovers up in the sky.
- (4) The pupils try to learn the poem by heart.
- (5) You do not need to pay.

72 Exercise 7c

Hun spiller meget godt. Hun øver både dag og natt. Jeg pleide å spille fiolin en gang, men jeg har glemt det helt nå, og jeg våger ikke å prøve igjen. Jeg er ikke meget musikalsk, men jeg liker å høre musikk. Jeg er meget glad i Grieg.

73 Exercise 8a

I am very fond of the sea and lived for a long time in Bergen. It was great fun to see the waves washing against the shore. We often rowed out to an island to bathe and collect shells which lay strewn along the beach. We turned and rowed home again when there was a storm. The seagulls prophesied misfortune to us, but we always reached land again and no accident happened. We never lost heart and believed that nothing could hurt us. I have always been lucky.

74 Exercise 8b

Jeg har en norsk venn. Han bor i Oslo, men pleide å reise til England om sommeren. Han sier han kunne ikke bo der, men liker å reise i England. Jeg har kjøpt en norsk bok som kostet 5s. Jeg lærer å lese og snakke norsk. Jeg har lært flere ord allerede. Det er morsomt. Jeg kan si : God morgen ! Det betyr : "Good morning !, and God dag !, som betyr : "How do you do, og ikke Good day !

Min venn liker å ro og fiske. Jeg har besøkt ham flere ganger. Jeg rodde også, men jeg var en tosk, og båten veltet.

76 Exercise 9a

It was a warm day in July. The sun was shining and the air was completely still. (Lit. : It was completely still in

the air). Ola worked in the field, but didn't like the heat because he got so thirsty. He let go the reins and sprang down to a brook in the neighbourhood for a drink.

When he had drunk, he noticed that the horse had disappeared. He had forgotten to tie it to a tree. He met my brother who helped him to find the horse.

77 Exercise 9b

Jeg brakk stokken. Han stakk en bok i lommen. Han har sprunget en mil. De tvang meg til å springe. Russerne hadde tvunget tyskerne tilbake til Taganrog. De hadde vunnet en stor seier. Båten sank før den nådde (rakk) land. Han traff eplet. Vi roste skuddet.

79 Exercise 10a

"Shall we go for a walk ?" "No, I don't feel like it, I am so tired. I stayed (Lit. : I sat) too long at the office yesterday." "Yes, you look miserable, you need fresh air. You are shivering too. Are you cold ?" "Yes, the stove is burning so badly. Can't you put some more on, or do you think about saving wood ? It is necessary to save as much as possible, you know."

79 Exercise 10b

Jeg trodde han spilte fiolin. Jeg så en som hang på veggen. Han hadde ikke rørt den på fem år. Vi satt ved ovnen og pratet sammen. Hans søster spilte piano for oss etterpå, og vi sang. Vi sang først : "Ja, vi elsker dette landet," som er den norske nasjonalsangen. Jeg lærte den i Norge i fjor. Spiller du fiolin ?

80 Exercise 11a

He gave her an apple. It tasted good. My brother has given me a novel which I have read many times already. Have you carried in the wood ? What is a thief ? A thief is one who steals. He stole from the rich and gave to the poor. I asked him to put out the light as I wanted to sleep.

80 Exercise 11b

Hun ga ham en bok og ba ham å lese den. Han bar henne over bekken. De hadde stjålet en båt og rodde over elva. Vannet slokte varmen.

80 Exercise 12

Har du sett skipet? Ja, jeg så det i går. Det lå utenfor Oslo.

81 Exercise 13a**The Norwegian National Anthem.**

“JA, VI ELSKER.”

English version by G. M. Gathorne-Hardy.

Yes, we love with fond devotion
 This, the land that looms
 Rugged, storm-scarred, o'er the ocean,
 With her thousand homes.
 Love her, in our love recalling
 Those who gave us birth,
 And old tales which night, in falling,
 Brings as dreams to earth.

81 Exercise 13b

Vi red hjemover langs elva og så gjennom skogen. Hestene likte å løpe. Jeg møtte min bror på veien. Han arbeider i Oslo og har skrevet en bok om Norge som han kaller: “Landet med de tusen hjem.” Hva gjør han nå! or also: Hva driver han på med nå? Han skriver en roman.

82 Exercise 14a

We said good-bye to aunt and uncle and promised to come again. It had become late. The clock had already struck ten and we had far to go. We left for home and took the road along the beach. It began to get dark (it was getting dark) and the moon came up. I let my brother go first because he knew the way best. We were in high spirits and laughed and sang and joked the whole way. When we had walked for two hours we saw a light. We knew then that we were almost home.

82 Exercise 14b

Min far har dratt til Larvik. Min onkel har reist med ham. De pleier å ta toget til Larvik hver lørdag. Da klokken slo fem, sa min far farvel og for ut av døren.

Proverb

Compare Shakespeare in Hamlet : " Hoist with his own petard." Literal translation : " He who digs a grave for other people falls into it himself."

83 Exercise 15a

The boy climbed up into the tree. She crept along the fence. He pushed her (out) into the water. You have broken a promise. The man never boasted. I offered him £50 for the car. The water had frozen to ice.

83 Exercise 15b

Min bror skjøv meg ut i bekken. Jeg prøvde å skyve ham etterpå, men klarte det ikke. Han var for sterk for meg. Kan du skyte med bue og pil ? Ja, jeg skyter meget godt. Jeg tror deg ikke. Du bare skryter. Nei, jeg traff blinken flere ganger i går.

85 Exercise 16a

An accident happened at Sola Aerodrome yesterday. A plane was flying too low and fell down (crashed). What happened to the pilot ? He lost his life. Did you see it yourself ? No, I heard it on the wireless. What was the aerodrome called, did you say ? It was called Sola and lies near Stavanger. I could not sleep last night. Why not ? The storm kept me awake. I got up and went for a walk instead.

85 Exercise 16b

Min bror heter Per. Han kommer til byen i dag, og jeg må løpe ned på stasjonen for å møte ham. Det begynner å bli sent. Månen holder allerede på å komme opp. Alle i byen sover nå. Jeg fikk et brev i går fra min søster i Amerika. Hun forteller meg at Kronprins Olav har besøkt Amerika, men har nå fløyet tilbake til England hvor han bor. Han var i godt humør da han landet, og smilte idet han krøp ut av flyet. Vi hørte det i radio fra London. Flygeren var norsk.

87 Exercise 17

I look out of the window. The evening approaches (Lit.: is near) and it begins to get dark. The moon is already in the sky. The big tree in the park throws shadow(s).

The street is almost empty. Only a policeman wanders to and fro on the pavement. A car rushes past now and again.

The sun shone in the middle of the day, but now it has gone behind the mountain which lies to the west of the town. I put on the light in the room and take up the book I began to read yesterday. It is called : Nobody knows the day before the sun has gone down.

89 Exercise 18

- | | |
|----------------------------|----------------------|
| (1) En katt sprang. | Katten falt. |
| Katter sprang. | Kattene falt. |
| (2) Far sover. | Fedre sover. |
| Fedrene sover. | |
| (3) Jeg leser en bok. | Han leser bøker. |
| Jeg kjøpte bøkene. | Har du sett boken ? |
| (4) Hun sitter på en stol. | De sitter på stoler. |
| Hvor er stolene ? | |

90 Exercise 19a

I go to bed early at night. In this way I gather energy for my work. My brothers, on the other hand, are out late at night. They like to enjoy themselves (Lit. : to have fun). They have visited all the capitals of Europe and tell many things about Germany before the war. We listen with great interest. They like sport and train with all their might. I am more interested in books, especially novels. I always read some chapters in bed before I go to sleep. I have lost a tooth, so now I have only 25 teeth left.

90 Exercise 19b

Hva gjorde du igår ? Jeg gikk på kino sammen med mine to brødre. Filmen var meget god. Den het : " Adjø, herr Chippes." Vi så en skole med lærere og mange elever. Filmen

fortalte om herr Chipps, som var lærer i mange år. Alle elevene elsket ham.

Alle i kinoen likte filmen og klappet etterpå.

91

Exercise 20

år	året	år	årene
ord	ordet	ord	ordene
slag	slaget	slag	slagene
bord	bordet	bord	bordene
tak	taket	tak	takene
brøv	brevet	brev(er)	brevene
skip	skipet	skip	skipene
land	landet	land	landene

92

Exercise 21a

The war ended in the year 1918. Norway had then lost many ships, which were sunk by the Germans in the North Sea. The allied countries had few means of stopping the U-boat war. The year 1917 was worst. Then many boats went down, and many lives were lost at sea.

92

Exercise 21b

Vi tok toget til Hamar. Været var strålende, og vi var alle i godt humør. Vi bodde på et hotell som lå i nærheten av stasjonen.—Huset er nesten ferdig. De arbeider nå på taket. En handling er bedre enn mange ord. Hvem har malt det bildet? Han må være et geni.

93

Exercise 22

Mannens hatt. Gatens navn. Navnet på gaten. Krigens redsler. Glassets innhold. Kongens klær. (Popular name for the uniform in the Norwegian Forces).

95

Exercise 23a

To learn to ski is not so easy as one thinks. Have you tried? No, I daren't. You must not be stiff. Don't forget to tie your skis on properly. Don't be afraid. "Keep smiling"^①. . . Don't think that you can learn it in one day.

^① Lit.: "Take it with good humour."

Practice makes master ("practice makes perfect"). Don't you (very) often break your legs? (The pronoun "en" often corresponds to "you" in English). No, that doesn't often happen. It doesn't pay to be careless, of course. That is silly.

95 Exercise 23b

Visste du ikke at jeg kom? Nei, du har ikke skrevet. Jeg fikk ikke tid. Liker du ikke å se meg? Naturligvis, men jeg vet ikke hvor jeg kan finne en seng til deg. Jeg kan sove i en stol. Jeg behøver ikke en seng å sove i. Vær ikke dårlig. Du kan sove på en divan. Ja, mange takk, det er ypperlig. Jeg har gjort det mange ganger.

99 Exercise 24a

To-day I read a heroic novel. The hero is lured out into the forest and is killed by a traitor. No-one sees it. But in a few days the crime is, nevertheless, detected. The traitor is captured and punished by death.

99 Exercise 24b

Historien blir lest av mange barn. Prinsessen blir reddet av helten, som er bare en fattig mann. Han blir ført til slottet for å bli belønnet. Han blir gjort til konge, og de lever lykkelig for resten av livet.

101 Exercise 25 (1)

En stor bok.	Et stort barn.	En stor båt.
Noen store skip.	Store fengsler.	Store steder.
En lang vei	Lang film.	Et langt ord.
Lange båter.		
Veien er lang.	Ordet var langt.	Skoene var lange.
Et høyt tre.	Høye trær.	Ingen høye fjell.
Mannen er høy.	Huset er høyt.	Prisene er for høye.
Trærne hadde blitt høye.		

103 Exercise 25 (2)

Den lange veien. De lange veiene.
 Det lange bordet. Det lange stykket.
 Den vakre haven. De vakre pikene. Det vakre huset.

107 Exercise 26a

Norway's Independence Day.

The seventeenth of May is Norway's Independence Day and there is great rejoicing over the whole country on that day. It is a delight to see the long procession with all the happy children marching through the streets. All carry small beautiful Norwegian flags in their hands and they are dressed in their best clothes for the occasion. In Oslo the children's procession is especially long. You may stand for a good two hours looking at it. Each school has its own band, which all the time plays national marches and songs. You can hear the fresh tunes at a long distance. The boys are dressed in fine red, white, and blue uniforms, and the small girls in beautiful national costumes. The picturesque procession then marches in a big curve up to the beautiful castle. The beloved King of the Norwegians, Haakon VII. is standing on the balcony greeting the small children, and they cheer at the top of their voices. The procession then goes on down towards the gay town. You see Norwegian flags and Norwegian colours everywhere and you meet smiling faces and you hear friendly words. Everybody is in high spirits, what we in Norwegian call "perlehumør." In all the towns of Norway from north to south we find the same joy and gaiety.

108 Exercise 26b

Samtale etter en ferie.

Hallo, gamle venn. Hvordan står det til? Takk, bare bra. Du er brun som en neger. Ja, jeg har vært på fjellet en uke, og vi hadde strålende solskinn. Fikk du mye fisk? Ja, en 5-6 kilo (med) fin stor ørret. Har du det svært travelt? Nei, i grunnen ikke. Kan du ikke komme hjem med meg? Som du vil. Jeg ville gjerne høre mer om din tur. Skal vi dra sammen neste år? Det vil passe meg utmerket. Jeg er svært glad i å fiske og streife omkring i fjellet.

110 Exercise 27a

Did you get any fish? No, not many. Do you know this quotation from Bjørnson?: "The greater the cause, the

greater the effort, but so much greater the victory." She is happier than all other people. He is the most stupid person I have met. Can't you find a better word for it? It is safest to take the train. The Spitfire plane is the fastest plane ever built.

III Exercise 27b

Hans grunner.

En liten gutt holdt på å fiske i en dam. Hans more ropte på ham fem ganger, men han svarte ikke. Hun gikk ned til dammen og spurte ham hvorfor han ikke hadde svart. "Jeg hørte deg ikke de første tre gangene, og den siste gangen hadde jeg et napp."

III Exercise 28a

The geography of Norway.

In Norway we find (Lit. : one finds) high mountains, deep valleys and swift-flowing rivers. The longest river is called the Glåma. It comes from the Aursund Lake and runs southward and flows into the sea near the town of Fredrikstad, one of the best known factory towns in Norway. The Norwegian rivers have great speed and one waterfall follows after the other. They are also rich in fish, and English tourists go salmon-fishing in many of our rivers.

Norway has a long coast and the Norwegians started early to sail on the sea. They did not have such big ships as we have now. Surely you have heard about the beautiful Viking-ships. In these small ships they sailed to England and France. In modern times the Norwegians are well known as a seafaring nation. The country has a very big merchant fleet, one of the biggest in the world, and you (Lit. : one) can meet Norwegian ships on all oceans. The Norwegian flag flies in every big harbour.

Norway has many deep and long fjords. The longest is the famous Sognefjord, which cuts (Lit.: goes) a long distance into the country with high mountains on both sides. It is very beautiful and the foreign tourists admire it very much.

As we get further north the country becomes narrower and narrower. At the narrowest place, near the town of

Narvik, it is just about 8 kilometres to the Swedish frontier. At the widest place the distance from the West Coast to Sweden is about 450 kilometres. In the centre of this wide area lie Norway's highest mountain ranges : the Jotunheimen and the Rondane. The very highest mountain peak is called the Galdhøpiggen. It is 2,468 metres above sea level and lies in the wild mountain area of Jotunheimen.

Norway's capital is called Oslo, and is the biggest town in the country. It is almost as big as the English coal town (of) Newcastle. Other great towns are for instance Bergen and Trondheim. Bergen is well known as a lively (busy) shipping town with an interesting history. The same applies to Trondheim. They are both amongst the very oldest towns of Norway.

115

Exercise 28b

Livet i en sjøby.

Jeg har to brødre og tre søstre. Min eldste bror heter Per Han er tre år eldre enn meg. Min yngste bror er fire år yngre enn meg, men mye høyere. Alle mine søstre er meget unge. Den eldste er bare sju år gammel. Alle har lyst hår og er meget vakre. De er veldig glad i å leke. Mine to brødre er meget sterke og liker å slåss. De er begge hissige, men de blir fort gode venner igjen hver gang de har tattet. Vårt hus ligger på toppen av en bakke, og vi har derfor en fin utsikt over sjøen nedenfor. Vi kan se alle de store skipene som kommer inn på havnen. Noen er hvite, andre er røde eller svarte. Det er meget travelt på kaia når en stor passasjerbåt kommer inn. Den lille byen er straks full av nye, ukjente folk : svensker, dansker, tyskere og engelskmenn. Hvis du kan snakke fremmede språk, kan du ha mange interessante samtaler med disse menneskene. Svenskene og danskene forstår vårt eget språk. Den neste morgen er (har) den fine båten forsvunnet, og byen er likeså stille som den var før.

118

Exercise 29a

Names of months and seasons.

The year has twelve months. The first month is called January, the second February, the third March, the fourth

April, the fifth May, the sixth June, the seventh July, the eighth August, the ninth September, the tenth October, the eleventh November and the twelfth December, which is the last month of the year. In Norway Spring comes in the months of April and May, and in June, July and August it is Summer. Autumn comes in September and generally lasts till the end of November, when the Winter sets in with cold and snow. Some months have 31 days, such as January, March, May, July, August, October and December, while April, June, September and November have 30 days, and February has only 28, except every fourth year, when it has 29. That year is called Leap-Year. A year usually has 365 days, but when it is Leap-Year, 366. There are 52 weeks in a year. One week has 7 days. The names of the days are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday.

Exercise 29b P 119

Spørsmål og svar.

Hva vet du om den norske dikter Bjørnstjerne Bjørnson ? Ikke noe større, dessverre. Jeg vet mer om Ibsen. Jeg vet at Bjørnson skrev den norske nasjonalsangen, og at han er født den åttende desember nitten-hundre-og-to-og-tredve. Du mener atten-hundre- og-to-og-tredve, ikke sant ? Jo, selvfølgelig. Husker du når han døde også ? Han døde i året nitten-hundre-og-ti. Hva er Norges nasjonaldag ? Det er den syttende mai. Hvem er Norges nåværende konge ?, or better : Hvem er Norges konge i dag ? Håkon den Sjuende. Det var ikke dårlig.

125 Exercise 30a

Holmenkollen, 28th July, 1937.

Dear parents,

Thanks for your letter. I got it exactly an hour ago and am sending you a few lines in a great hurry. I am very comfortable, especially as regards food and fresh air. Yesterday the whole family were out at Bygdøy bathing. The sun was shining as usual. Apparently it never rains here.

There were crowds of people everywhere, young and old, who were bathing and afterwards lying in the sun. The

water was quite warm. Otherwise I would certainly not have dared to go in.

Afterwards we had coffee on the beach and smoked a cigarette or two.

I have not had a letter from Ola yet, but he will be writing soon, I expect.

Best regards,

ROLF.

126 Exercise 30b

Oslo, 25 august 1938.

Kjære venn !

Takk for ditt siste brev som jeg fikk akkurat for en uke siden. Jeg må fortelle deg at dette vil bli bare et kort brev. Du spør meg hva jeg har sett i Oslo. Jeg har sett mange interessante ting nylig, flere filmer og skuespill og har også hørt noen gode konserter. Jeg kan nå fortelle deg at neste måned skal jeg reise tilbake til England igjen. Derfor prøver jeg å se så mye av Norge som jeg kan.

Jeg har også nylig vært på en lang fottur i Nordmarka. Den var litt for lang for meg, så jeg var nokså trett da jeg nådde byen, men likevel likte jeg det. Du får nok av frisk luft. Du kan neppe finne noe som er bedre for deg, kan du ? Vel, jeg må slutte nå.

Håper å se deg igjen snart.

Hjertelig hilsen.
Gunnar.

129 Exercise 31a

What are you going to do with the big axe you have in your hand ? I am going to cut down the big spruce which stands there just in front of my house. It casts too much shadow, and I won't have it. I think you will regret that. Why ? It is a very beautiful tree you know. Lit. : It decorates the whole of your courtyard. True enough, but I would rather have sun in my room.

129 Exercise 31b

Jeg skal lese boken (jeg kommer til å lese boken).
Jeg skal skrive et brev til deg.

Jeg skal dra til Holmenkollen (jeg kommer til å dra (reise) til H).

Jeg skal møte henne på en dans.

130 Exercise 32

The arrangement was that I should meet him at 12 o'clock at the market if the weather were fine. We were to go on a fishing trip to Valdres and the bus was to go from the market. But it appeared that the service^① was cancelled on that very day and there we stood with our fishing rods and our heavy rucksacks and, literally : "with a long nose" (colloquialism indicating: expectations not fulfilled). One should always find out the times of buses carefully before going anywhere.

130 Exercise 33

(1) Jeg spurte om han skulle reise. (2) Politiet fortalte at det ville få alvorlige følger. (3) Bonden twilte på at det ville lønne seg. (4) Per mente at han ville få permisjon om 2 måneder.

131 Exercise 34

Jeg ville ha telefonert deg hvis jeg hadde viss^t at du var i byen. Hvorfor fortalte du meg ikke at du skulle komme. Jeg beklager meget. Jeg måtte reise i all hast og fikk ikke tid til å skrive. Ellers ville jeg sikkert ha underrettet deg.

132 Exercise 35

Over the høye fjelle

English version by A. Forestier.

Over the Lofty Mountains.

Oh, how I wonder what I should see
Over the lofty mountains !

Snow here shuts out the view from me.
Round about stands the green pine tree,
Longing to hasten over ;
Dare it become a rover ?

^①rute, c. = route, here : service.

134 Exercise 36a

Letter at sea.

"Do you know, Sivert, I got a letter to-day," says Benjamin suddenly. "No, did you really?" Sivert turns round, his face beaming. "I am so glad, Benjamin, I was really anxious for you, you are so terribly obstinate and now I can tell you that I had nothing to look for in the cupboard, I only came in to read the letter from Birgit. I suddenly had to come in and look at it, I know it by heart, but there was something I could not remember."

Sivert searches under the pillow and produces his letter. Then he sits down and reads the letter over and over again. But, at last Sivert pulls out his watch and says with a sigh, "Well, now, I had better go out again and work a little, otherwise they will come in and fetch me. But you stay here, they will not notice that one is absent." "No, you shall stay," says Benjamin, "I have been sitting the longest." "Certainly not," answers Sivert, "I have read mine more often than you. You (have) only just got yours." "Then we will both go," says Benjamin. Then they hide the letters away and go out again to work.

135 Exercise 36b

Hvem er du?

Like før jul oppfordret de tysk-kontrollerte aviser i Oslo befolkningen til å invitere tyske soldater hjem og gi dem en virkelig god jul. De satte opp et kontor på et sentralt sted i hovedstaden som skulle behandle saken. En dag ringte sekretærens telefon. "Jeg ville gjerne invitere noen tyskere." "Å, mange takk skal De ha. Det var virkelig snilt av Dem." "Få ingen måte. Hvor mange kan De ta?" "Jeg kan ta dem alle sammen." "Unnskyld, jeg hørte ikke riktig." "Jeg kan ta dem alle." "Hvem er De da?" "Jeg er selve fanden," var svaret, og røret ble fort (hurtig or raskt) lagt på.

137 Exercise 37a

Olav : Tell me, have you seen Per lately? Odd : No, I haven't seen him for several weeks. Olav : Do you think he has gone away. Odd : He mentioned that he would go to Oslo to go to school. Have you heard anything about it?

Olav : No, not a word. Odd : Did you know him well ?
 Olav : Oh, yes, we were "dus," and very good friends.
 Odd : Then it is strange that he hasn't told us that he was leaving. Perhaps he hadn't time to visit us before he left.
 Olav : That may be the reason. I will 'phone his sister and ask her if she knows anything. But there comes his brother.
 The brother : Hallo, you know perhaps that Per has left, or hasn't he told you ? Olav and Odd : No, we know absolutely nothing. The brother : He said he would write to you as soon as he arrived in Oslo. Olav and Odd : That is grand. Give him our best regards.

138 Exercise 37b

Det var i en restaurant i Oslo. En vakker norsk pike satt ved et bord i hjørnet av salen. Ved et annet bord satt en tysk offiser. Offiseren ville gjerne danse med den vakre piken, og han gikk bort til hennes bord, bukket høflig og spurte om han kunne få den neste dans. "Jeg danser ikke," sa piken bestemt. "Er det fordi jeg er tysk at De ikke vil danse med meg," spurte den tyske offiseren. "Nei, svarte piken, "det er fordi jeg er norsk."

138 Exercise 38

Hvem gjorde det ? Det var ikke meg. Ikke meg heller. Var det deg (du) som gjorde det? Nei, det var ham (usually han). Han er større enn deg. Han er nesten så stor som meg.

140 Exercise 39a

(1) He sat down in a chair. (2) I go to bed at 11 in the evening. (3) She feels well. (4) The boy burnt himself. (5) The man fell and hurt himself. (6) I washed myself with the soap. (7) The girl cut her finger. (8) She didn't care about it. (9) The soldiers rose to their feet. (10) I could imagine so. (11) We thought that he would like to come. (12) The door opened and a cat slunk in. (13) When they had sat down the minister started the sermon.

140 Exercise 39b

(1) Hun giftet seg for penger. (2) De følte seg lykkelige. (3) Jeg føler meg bedre nå. (4) Du må ikke sette deg.

(5) De gamle (folk) foretrakk å legge seg. (6) Jeg bryr meg ikke om hva han sier. (7) Han brente seg. (8) Jeg vasker meg hver morgen. (9) Jeg kunne ikke tenke meg at han var der. (10) Han reiste seg og gikk ut av rommet (værelset). (11) Han satte seg ved varmen for å varme seg. (12) Jeg skar meg i fingeren med en kniv.

141 Exercise 40

Singular :

Min frakk er ny. Mitt bord er nytt. Min lampe er ny.

Plural :

Mine hus er nye. Mine frakker er nye. Mine bord er nye. Mine lamper er nye.

Singular :

Ditt nye billede er pent. Din nye bil er pen. Din nye hest er pen.

Plural : Dine nye hatter er pene.

Dine nye billeder er pene. Dine nye biler er pene. Dine nye hester er pene.

142 Exercise 41a

(1) His hair was grey. (2) I doubt his words. (3) Her condition is serious. (4) Your father has bought our house. (5) My country is bigger than yours. (6) Why is your collar so dirty ? Can't you borrow one of mine ? (7) Who (has) told you that the book is his ? (8) When does your train leave ? (9) Now it is your turn. (10) My chances are small.

142 Exercise 41b

(1) Det er ikke min tur. (2) Mine bøker er dyrere enn dine. (3) Din bror venter på deg. Han har din hatt og frakk (colloquially: hatten og frakken din). (4) Min mors største interesse er å arbeide i vår have. (5) Hennes sønn er hennes største stolthet. (6) Har du sett deres gård, deres griser, deres sauvar og kuer ? (7) Hvem av hans sønner liker du best ?

144 Exercise 42

SIN (SITT, SINE). The reflexive possessive.

Remember : *SIN* can never be used as part of the subject.

(1) Etter krigen vil han reise tilbake til sitt land.

- (2) Kan du ikke se hans ansikt, eller er det for mørkt ?
- (3) Den lille gutten hadde spist all sin mat (or : all maten sin).
- (4a) Mennene hadde glemt å ta sine penger (N.B. plural in Norwegian) med seg.
- (4b) Tror du at det var deres penger ? (Comment : *sine* could not be used here as it would have no person to refer back to in the sentence).
- (4c) Tror du pengene var deres ?
- (5) Engelskmennene taper aldri sitt gode humør.
- (6) Ole og hans bror hadde alltid vært gode venner. (Comment : *hans* here constitutes part of the subject).
- (7) Klokka var ikke hans. Den var min.
- (8) Wessel i et av sine morsomme dikt forteller historien om "Smeden og Bakeren." (Comment : you would understand it better if the sentence were changed into : Wessel forteller i et av sine morsomme dikt, etc.).
- (9) Faren så to menn snakke (or : som snakket) med hans datter.
- (10) "Hvor er pengene ?" "Jeg tok min del av dem (N.B.—plural in Norwegian), og de tok sin."
- (11) Soldatene red gjennom hans have.

146 Exercise 43

DEN. (1) Hva kaller du den gata ? (2) Har du malt det bildet selv ? (3) De bøkene der er ikke mine, så du kan ikke ta dem. *DENNE.* (1) Dette huset er gult. (2) Disse bildene er gode. (3) Denne snøen er bløt. (4) Dette er en vakker dal. *SLIK* or *SÅNN*. (1) Slike (sågne) folk er hyggelige. (2) Han likte ikke slikt (sånt) arbeid. (3) Har du sett en slik (sånn) tosk ?

147 Exercise 44

A party of English tourists had after great toil reached the top of the Galdhøpiggen, which is the highest mountain in Norway. First they had a good rest after the strenuous

climb[ing], but then they began to ask the guide about the names of the different peaks, valleys and lakes which they saw around them. A young lady asked : " What is the name of that mountain there ? " The guide : " Do you mean that farthest to the left ? " The lady : " Yes, exactly." The guide : " The peak you see there, is the famous Glitretind, which is almost as high as this one." An elderly lady said : " It seems to me that all these peaks round about us are higher than the Galdhøpiggen itself." The guide : " It may look like it perhaps, but it is only an optical illusion." The lady : " But the snow we see on the Glitretind, does it never melt away ? " The guide : " It lies the whole year round." Third tourist, a young business man from Manchester : " This is a lovely spot. I think we will settle down here for good. But tell me, who has built this small hut here ? " The guide : " The well known mountaineer Knut Vole. He carried all the materials up here on his back." The tourist : " That must indeed have been a strenuous job. I think it is more than enough to carry yourself uphill. Before we start on the descent you must once more tell me what the whole of this mountain range is called." The guide : " The Jotunheimen." " Yes, of course, I always forget that name."

150 Exercise 45

An American school mistress was one day visited by some strangers who wanted to listen to her class. Naturally she wished her pupils to make as good an impression on the visitors as possible.

First she asked one of her pupils, a rosy-cheeked boy who was called William : " Can you tell me who George Washington was ? " " Yes, he was an American general." " Quite right," remarked the mistress. " Now can you tell us what he became famous for ? " " He became famous because he was an American who told the truth," answered the pupil quickly.

153 Exercise 46

The Two Friends and the Bear.

Two good friends were once walking along a road. All of a sudden (the) one caught sight of a bear and he climbed up

a tree without saying a word to his friend. Fortunately the boy who was left standing in (tr. on) the road had heard people say that the bear never touches a lifeless person. Therefore, he dropped to the ground and lay as if dead.

The bear examined him both well and long, sniffed and smelt and put his snout into his ear. But the boy held his breath and lay quite still. As the bear did not see any sign of life he jogged off to the wood again. When all danger was over the other boy climbed down from the tree, and the two friends walked together as before.

"Tell me one thing," said the boy, who had been sitting in the tree, "what was it the bear whispered in your ear?" "Well, I don't exactly remember all of it," said the other, "but one thing I do remember his telling me. I should never rely upon a friend I hadn't tested in time of danger."

Proverb : A friend in need is a friend indeed.

154 Exercise 47

A bath in the morning is very nice. You feel absolutely refreshed (Lit. : like a new person) especially if you take a shower afterwards. You always ought to take a cold shower after a hot bath in order to harden yourself. If you really want to live healthily you should take morning exercise just after getting up and then go into the bath.

156 Exercise 48a

Har du noen penger? Nei, kan du låne meg noen? Jeg kan fortelle deg noe nytt, noe riktig spennende. Noen tyver har brutt seg inn i banken og stjålet noen hundre tusen kroner.

Har du lest noe av Bjørnson? Jeg har lest noen få skuespill og et par dikt. Han har skrevet noen fine dikt som du må lese. Du vet kanskje at noen av hans skuespill har vært spilt i England? Jeg liker noen av Ibsens verker bedre. Ja, noen liker Ibsen, andre liker Bjørnson. Det ville ikke være bra om alle hadde samme smak. Men jeg har ikke funnet noen som kan bygge opp et drama slik som Ibsen. Å gå på teater er noe av det morsomste jeg vet.

Translation :

Have you any money? No, can you lend me some?

I can tell you something new, something really exciting. Some thieves have broken into the bank and stolen some hundred thousand kroner.

Have you read anything of Bjørnson ? I have read a few plays and a couple of poems. He has written some fine poems which you must read. You know perhaps that some of his plays have been acted in England ? I like some of Ibsen's works better. Well, some like Ibsen, others like Bjørnson. It would be a pity. (Lit. : It wouldn't be good) if everybody had the same taste. But I have not found anybody who can build up a drama such as Ibsen. One of the most amusing things I know is to go to theatre.

157 Exercise 48b

Noen tror at det er folk på månen. Jeg har kjøpt noen blomster til deg. Jeg trodde ikke at du kunne få tak i noen i dag. De hadde noen igjen. Har du fått noe kjøtt ? Ja, jeg fikk noe, men det var svært vanskelig. Så du bilen ? Nei, jeg så ikke noen bil. Noen venner kom for en time siden, noen av våre aller beste venner fra Drammen.

158 Exercise 49a Quickly done.

Johan Hermann Wessel is a well-known Norwegian poet who wrote gay humorous verses. He was once present at a big dinner, where he happened to be sitting beside a very enterprising lady. This lady was very interested in Wessel, and in the course of the conversation she suddenly asked the poet : " Why aren't you married, Wessel ? " " I haven't got any money," answered Wessel. " But I have," said the lady. The story goes on to tell that before rising from the table they were already engaged.

159 Exercise 49b De første linjene av "Alice in Wonderland."

Alice begynte å bli svært trett av å sitte ved siden av søsteren på elvebredden og ikke å ha noe å gjøre. Et par ganger hadde hun kikket ned i boken som søsteren leste (holdt på å lese), men den hadde ikke noen bilde eller samtaler, " og hva nytte kan en ha av en bok," tenkte Alice, " som ikke har noen bilde eller samtaler."

165 Exercise 50a

The Lad and the Devil.

A Norwegian Folk Tale.

Once upon a time there was a lad who went along a road cracking nuts. He happened to find one which was worm eaten, and at the same moment he met the devil. "Is it true," said the lad, "what they say, that the devil can make himself as small as he likes, and go through a pinhole?" "Yes, of course," answered the devil. "Well, let me see you do it; creep into this nut if you can," said the lad. And the devil did it. But he had no sooner got through the worm-hole, than the lad put a small peg in the hole. "I have got you safe, now," he said, and put the nut in his pocket.

When he had walked some distance he came to a smithy. He went in there and asked the smith if he would crack that nut for him. "Yes, that's easily done," said the smith, and took the smallest hammer he had, laid the nut on the anvil, and gave it a blow, but it didn't break. So he took a somewhat bigger hammer, but that wasn't big enough either. Then he took a still bigger one, but no—the nut would not break. This made the smith angry, and he seized the big sledge-hammer. "I shall soon make bits of you," he said, and gave the nut such a blow that it flew into a thousand pieces, and sent half the roof of the smithy flying in the air. Such a crash! just as if the hut were tumbling down.

"I think the devil was in the nut," said the smith.

"So he was," said the lad.

165 Exercise 50b

Jeg har *i* mange år bodd like *ved* Oslofjorden *i* en liten by som heter Moss. Mine foreldre eier et stort vakkert hus der. *Foran* det er det en veranda *med* store vinduer. En kan nesten ikke se vårt hus *fra* gata *på grunn av* haven med alle traerne og buskene. *Om* sommeren er den full *av* alle slags blomster og roser. En fotsti fører *opp til* huset, og *på* begge sider *av* denne stien er det plantet en hekk. Hvis en går (or går en) *gjennom* haven, kommer en til hovedinngangen. Huset består *av* tre etasjer *med* sju rom *i* hver etasje. Bak huset er det en skog, og her pleide vi å leke *om*

ettermiddagen når vi kom hjem fra skolen. *For* ti år siden var (or fantes) det ingen hus i nærheten, men i (løpet av) de siste år er *omkring* et dusin nye hus blitt bygd på begge sider av gata. Mitt vindu vender mot gata, og jeg kan se alle bussene som kjører *forbi* vårt hus. De er enten på vei til brygga eller stasjonen. Jeg bodde sammen med (or : hos) mine foreldre til jeg var tjue år gammel. Senere reiste jeg til Oslo for å studere språk som jeg alltid har vært interessert i. Jeg reiste hjem i mine ferier, da (or : siden) avstanden mellom Oslo og Moss ikke er mer enn 60 kilometer, eller *omkring* (or : ca ; omtrent) 37 engelske mil.

Under mitt opphold i Oslo fikk jeg mange venner fra alle deler (or : kanter) av landet, og jeg så og lærte mange ting som jeg aldri¹ hadde hørt om før.

170 Exercise 51a

The maid is preparing food. I am not able to hear what you are saying. The daughter was not allowed to leave the home. My uncle is always the first to laugh when something goes wrong. The son did not like to go abroad. Here there are indeed few chances of winning. Are you ready to go ? It was great fun to see how easily he learned to play. I couldn't help laughing. Don't make me laugh, please. The captain had little hope of saving the ship from sinking. A drama of Ibsen is well worth seeing. I cannot afford to buy a ticket.

171 Exercise 51b

Min søster liker å høre musikk og er selv flink til å spille piano. Mine brødre liker å ro og fiske. Å gjøre det nå ville være både vanskelig og farlig. I fjer lærte jeg å lese og snakke norsk. Har du tid til å komme til middag.? Våre venner hadde lovt å komme på stasjonen for å si adjø til oss. Jeg er trett (or : lei) av å høre den samme historien så mange ganger. Har du ikke funnet noe middel til å bli kvitt din forkjølelse enda ? Jeg skulle nettopp (or : akkurat) gå til sengs da telefonen ringte. Jeg er redd for å møte ham, da det er sannsynlig at han vil slå meg. Hun skrudde på radioen for å høre de siste nyheter. Sjømennene reddet livet ved å

¹ Remember the place of adverbs in subordinate clauses is before the verbs, even the auxiliaries.

svømme i det kalde vannet. De hadde forsøkt (or : prøvd) å redde skipet først. Datteren gikk på stasjonen for å møte sin far. Jeg har det travelt med å flytte, men vet ikke hvordan jeg skal gjøre det på den mest praktiske måten. Uten å si et ord forlot han rommet. Etter å ha bodd der i ti år flyttet han plutselig. Jeg har stor lyst til å snakke til ham. Kongen oppfordret folket til å kjempe videre.

174 Exercise 52

DA og NÅR

- (1) Når det er pent (or : fint) vær, spiller jeg tennis.
- (2) Da jeg kom hjem, var det ingen mat i huset.
- (3) Når krigen er over, skal vi alle reise hjem (igjen).
- (4) Når vi talte til ham, sa han alltid : "jeg vet ikke"
- (5) Jeg skal komme når jeg har spist.
- (6) Da han gikk ut i morges, glemte han å låse døren.
- (7) Jeg kjente ham ikke igjen da jeg så ham på stasjonen.
- (8) Når folk blir gamle, får de grått hår.
- (9) Da klokka var fem, begynte musikken å spille.
- (10) Da vi nådde toppen, var vi alle sultne og trette.

177 Exercise 53a

The Brave Prentice.

A ship was on its way to America. In the middle of the Atlantic they were overtaken by (surprised by) a storm which lasted for five days. When the storm was at its worst, a rope got entangled on one of the yards. This had to be put right. But it was very dangerous to go aloft in such a storm. The captain told the prentice to do it. He was a little boy, not more than thirteen years old, only child of a poor widow.

The boy first looked up towards the yard and then down at the waves which all the time were breaking over the deck and, as it were, were stretching their arms out for him. Then he looked at the captain and said : "I will come soon." He disappeared, but came back presently and hastened cheerfully up the shroud. The man who told this was standing on the deck near the mast and followed the boy with his eyes. He asked the captain : "Why do you send this little boy up ? He won't come down alive." The captain answered : "Men fall where boys stand ; that one

climbs like a squirrel." The man looked up. Now the boy was high up. The ship heeled over so heavily that the yards almost reached the wave tops, but the boy didn't lose courage, and within a quarter of an hour he came down again, safe and contented.

178 Exercise 53b

Hvem trodde dere det var ?

Det hendte i Norge under krigen. En ung mann satt en dag i en park i Oslo. Folk som gikk forbi, hørte ham si om og om igjen : "Det er bare en mann som har skylden for alt dette." En Nazist hørte bemerkningen og gikk hen til ham, grep ham i kragen og tok ham til politistasjonen. Her fikk politiet vite hva mannen hadde sagt. "Hvem mener du, spurte politimannen sint, "når du sier at det er bare en mann som har skylden for alt dette ? "

"Churchill, naturligvis," svarte mannen bestemt.

Da fikk han lov til å gå, men før han forsvant ut av døren, vendte han seg, så på nazisten og politimannen og spurte med et smil : "Hvem trodde dere det var, da ? "

180 Exercise 54

The Parson and the Sexton.

Not literally translated.

Once upon a time there was a parson, who was such a bully, that he screamed out a long way off, when anybody came driving against him in the main road : "Out of the way, out of the way ! Here comes the parson himself ! "

One day, when he was driving along and carrying on in this way, he met the king. "Out of my way, out of my way !" he shouted, even so far off. But the king drove straight on and took no notice of him, so that time the parson had to pull his horse on one side. When the king came alongside him, he said : "To-morrow, you will have to appear at the palace, and if you cannot answer the three questions which I will ask you, you shall lose both your gown and your collar, because of your pride.

That was something different from what the parson was accustomed to. He could bawl and shout and carry on terribly, but to bother his brains with problems and answers was out of the question. So he went to the sexton,

who was said to have a much smarter tongue than the parson. He told the clerk he had no mind to go, "for a fool can ask more than ten wise men can answer," said the parson, and so he got the clerk to go instead.

Well, the clerk set out and came to the palace dressed in the parson's gown and collar. The king received him at the door with crown and sceptre, and was so fine that he glittered a long way off.

"Oh, you are there, are you ?" asked the king.

Yes, he was there, sure enough.

"Now, tell me first," said the king, "how far is it from east to west ?"

"Why, a day's journey," said the sexton.

"How do you make that out ?" asked the king.

"Well, don't you see, the sun rises in the east and sets in the west, and he does it easily enough in a day," said the sexton.

"Very well," said the king ; "but tell me now, what you think I am worth, as I stand here before you."

"Well, our Lord was valued at thirty silver pieces, and I suppose I cannot put you higher than twenty-nine," said the sexton.

"So, so !" said the king, "since you are so clever at everything, tell me what it is I am thinking about just now ?"

"Why, you are surely thinking it is the parson who stands before you ; but so help me, if you don't think wrong—for I am the sexton."

"Be off with you—go home, and you be the parson and let him be sexton," said the king, and so it was.

Proverb : Pride goes before a fall.

Exercise 55

P 182

P. Chr. Asbjørnsen and Jørgen Moe.

Part I.

The two folk-tales we have read: The Lad and the Devil,

and The Parson and the Sexton, are taken from Asbjørnsen and Moe's collection of folk-tales.

Peter Christen Asbjørnsen was born in Oslo in 1812. His father was a glazier. Peter had a good brain, but was not particularly industrious at school. His father then sent him up to Norderhov in Ringerike. Up there there was a minister who coached fellows like him for the matriculation examination.

Jørgen Moe was the son of a well-to-do farmer from the neighbouring district Hole in Ringerike. He was a year younger than Asbjørnsen. Jørgen Moe was also studying for the examination under the minister at Norderhov. This is how Asbjørnsen and Moe met and they became friends for life. Jørgen Moe was very interested in his studies and was very industrious. But Asbjørnsen didn't like books, and he didn't do any better in the country than in Oslo. After a couple of years his father took him home again. He didn't become a student until three years after Moe.

Part II.

There were few books and newspapers then. When work was finished for the day, they used to gather round the fire and pass the time away in telling stories and folk-tales and in solving riddles. For the most part it was the same folk-tales that had been told for several hundred years. Several of them dated right back to heathen times. They didn't believe in Odin and Thor any longer. But they believed firmly in trolls and goblins and dwarfs who came out and showed themselves to people on occasion. We call all such things superstition. But in olden days they believed to be true all that was told them in these old stories.

The two young students realised that it would be the same with the folk-tales as with an old cupboard or chest ; namely that they are a remembrance of ancestors, but would soon be forgotten. They agreed therefore to collect all the folk-tales people told, write them down and have them printed.

These stories were first published in 1842, and are now as popular in Norway as the story of "Alice in Wonderland" is in England.

APPENDIX

<i>TENKE</i>	<i>TRO</i>	<i>MENE</i>	<i>SYNES</i>
Think	Believe	Mean	Find (think)

The above synonyms will present the student with some difficulties, in that English can replace them all by the single verb "think" in a number of cases. In other words, the various meanings and nuances expressed by the verb "think" according to the context often correspond to several separate verbs in Norwegian.

As these verbs possess such a prominent place in everyday speech some details about their implications and uses are necessary.

TENKE

(1) *Tenke—think*, i.e. use the brain.

Example : *Han satt og tenkte.* (He sat thinking, brooding).

Tenk før du taler. (Think before you speak).

Retten til å tenke. (The right to think).

Far tenker for oss alle sammen. (Father thinks for us all).

With prepositions :

(a) *på*—of, about.

Examples : *Jeg har tenkt på deg hele tiden.* (I have been thinking of you all the time). From the National Anthem : *Elsker, elsker det og tenker på vår far og mor.* *Jeg skal tenke på det.* (I will think about it).

With a slightly different meaning—intend to.

Jeg tenkte (på) å reise til byen. (I intended to go to town, or I thought about (of) going to town).

(b) *over*—as in English : over.

Tenk over det. (Think it over).

Used reflexively : *Tenk seg*—imagine, figure out, fancy.

Example : *Kan du tenke deg hvorfor han gjorde det.* (Can you imagine why he did it ?).

Jeg kan aldri tenke meg at han sa det. (I can never imagine his saying that).

With preposition : *Tenke seg om*—think again.

Examples : *Det var galt.* *Tenk deg om.* (That was wrong. Think again.)

Studenten fikk ikke tid til å tenke seg om. (The student did not get time to think).

(2) *Tenke*—think, i.e. used in a more vague sense—presume, suppose.

Examples : *Kommer han snart.* (Will he be here soon ?).

Ja, jeg tenker det. (Yes, I think so).

Instead of *tenke* the synonym *tro* (believe) could be used here, as can the corresponding English *believe*.

Ja, jeg tror det. (Yes, I believe so).

Han tenkte (trodde) at jeg var brøren. (He thought (believed) I was the brother).

TRO

(1) *TRO*—believe, trust.

In its original full meaning : *Jeg tror deg.* (I believe you). *Han trodde ikke et ord av det jeg sa.* (He did not believe a word of what I was saying).

With preposition :

På—in *De trodde på Gud.* (They believed in God.)

(2) Believe, think.

Here it is used in a weakened sense, and is in this capacity more frequently used than *tenke*. (Cf. Above *think*).

Jeg trodde først det var vanskelig. (I believed (thought) at first it was difficult).

En skulle tro at osv . . . (One should think that, etc. . . .)

With a slightly different meaning :

Hva tror du om meg, or : *Hva tenker du om meg.* (What is your opinion of me. What do you think of me).

Believe could not be used here in English.

MENE

This verb has a number of different meanings which do not always correspond to its namesake in English, *mean*.

Instances where it does correspond are :

(1) To express one's opinion or main line of thought.

Examples : *Jeg mener hva jeg sier.* (I mean what I say).
Han mente det ikke slik. (He did not mean it like that).

(2) *Refer to.*

Examples : *Mener du meg ?* (Do you mean me ?) (Are you referring to me ?)

Jeg mener ikke det. Si hvem du mener !

(3) *Intend.*

Example : *Min bror mener å reise i morgen.* (My brother means to leave to-morrow).

Instances where it does not correspond :

(1) *Mene* in Norwegian has often got a weakened meaning corresponding more to the English *think* or *believe*.

Example : *Dette var rart, mente gutten.* (This was strange, the boy thought).

(2) *To be of the opinion, or under the impression that :*

Examples : *Mor mener du har tapt veddemålet.* (Mother thinks you have lost the bet).

Jeg mente (almost *trodde*) *at Bergen var hovedstaden i Norge.* (I thought that Bergen was the capital of Norway).

Han mener at du bør gjøre det. (He is of the opinion (thinks) that you ought to do it).

(3) Where English *mean*=signify, imply, the corresponding Norwegian verb is *bety* (-dde) and not *mene*.

Eleven visste ikke hva ordet betydde. (The pupil did not know what the word meant).

Hva skal dette her bety. (What does this mean).

Å, det betyr ikke noe. (Oh, that does not mean anything).

Forhandlingene er brutt. Det betyr krig. (Negotiations are broken off. That means war).

(The noun is *betydning*—meaning, sense, signification).

SYNES

This verb has several uses and significances, some of which have already been mentioned in this book on page 97. The one meaning which is of interest in this connection is where it corresponds to English: find or think.

Synes implication: The speaker expresses his own private opinion, how he feels about a certain matter. The verb *find* sometimes makes a very good translation. The most frequently used verb in English in this connection, however, is *think*.

Examples: *Jeg synes rødt er den mest passende farge, eller hva syns du.* (I think red is the most suitable colour, or what do you think? i.e. In my opinion red is, etc. . . .).

De fleste syntes han var meget morsom på scenen. (Most people found him very amusing on the stage).

Jeg syns hun er ganske pen. Det syns ikke jeg. (I think (To my mind) she is quite pretty. I do not think so).

IRREGULAR VERBS III

An Alphabetical List of the most important Irregular, or Strong Verbs

Those verbs with an asterisk (*) attached to them alternate between the strong and weak conjugation.

Those verbs marked with ① have weak conjugation when used transitively: *brente, hengte, knekte, rente, skvettet, slengte, smelte*, see also page 78.

Infinitive		Present	Past	Participle Past
<i>adlyde</i> (obey)	..	<i>adlyder</i>	<i>adlød</i>	<i>adlydt</i>
<i>be(de)</i> (pray, ask)	..	<i>ber</i> (<i>beder</i>)	<i>ba(d)</i>	<i>bedt</i>
<i>bedra(ge)</i> (betray)	..	<i>bedrar</i> or <i>bedrager</i>	<i>bedro(g)</i>	<i>bedradd</i>
<i>binde</i> (bind)	..	<i>binde</i>	<i>bandt</i>	<i>bundet</i>
<i>bite</i> (bite)	..	<i>biter</i>	<i>bet</i>	<i>bitt</i>
<i>bli(ve)</i> (become, remain)		<i>blir</i> (<i>bliver</i>)	<i>ble(v)</i>	<i>blitt</i>
<i>brekke</i> (break)		<i>brekker</i>	<i>brakk</i>	<i>brukket</i>
① <i>brenne</i> (burn)	..	<i>brenner</i>	<i>brant</i>	<i>brent</i>
<i>briste</i> (burst)	..	<i>brister</i>	<i>brast</i>	<i>bristet</i> (<i>brustet</i>)
<i>bryte</i> (break)	..	<i>bryter</i>	<i>brøt</i>	<i>brutt</i>
<i>by(de)</i> (order, offer)	..	<i>byr</i> (<i>byder</i>)	<i>bød</i>	<i>budt</i>
<i>bære</i> (carry)	..	<i>bærer</i>	<i>bar</i>	<i>båret</i>
<i>dra(ge)</i> (draw, pull)		<i>drar</i> (<i>drager</i>)	<i>dro(g)</i>	<i>dradd</i> (<i>dratt</i>)
<i>drikke</i> (drink)	..	<i>drikker</i>	<i>drakk</i>	<i>drukket</i>
<i>drive</i> (drive, force)	..	<i>driver</i>	<i>drev</i>	<i>drevet</i>
<i>ete</i> (eat)	..	<i>eter</i>	<i>åt</i>	<i>ett</i>
<i>falle</i> (fall)	..	<i>faller</i>	<i>falt</i>	<i>falt</i>
<i>fare</i> (go, travel)	..	<i>farer</i>	<i>for</i>	<i>faret</i>
<i>finne</i> (find)	..	<i>finner</i>	<i>fant</i>	<i>funnet</i>
<i>flyte</i> (flow)	..	<i>flyter</i>	<i>fløt</i>	<i>flytt</i>
<i>fly(ve)</i> (fly)	..	<i>flyr</i> (<i>flyver</i>)	<i>fly</i>	<i>flyyet</i>
<i>forsvinne</i> (disappear)		<i>forsvinner</i>	<i>forsvant</i>	<i>forsvunnet</i>
<i>fryse</i> (freeze)	..	<i>fryser</i>	<i>frøs</i>	<i>frosset</i>
<i>fyke</i> (drift)	..	<i>fyker</i>	<i>føk</i>	<i>føket</i>
<i>få</i> (receive, get)	..	<i>får</i>	<i>fikk</i>	<i>fått</i>
* <i>gale</i> (crow)	..	<i>galer</i>	<i>gol</i>	<i>galt</i>
<i>gi(ve)</i> (give)	..	<i>gir</i> (<i>giver</i>)	<i>ga, gav</i>	<i>gitt</i>
<i>gjelde</i> (concern, see p. 78)		<i>gjelder</i>	<i>gjaldt</i>	<i>gjeldt</i>
* <i>gli(de)</i> (glide, slip)	..	<i>glir</i> (<i>glider</i>)	<i>gled</i>	<i>glidd</i>
* <i>gni</i> (rub)	..	<i>gnir</i>	<i>gne</i>	<i>gnidd</i>
* <i>grave</i> (dig)	..	<i>graver</i>	<i>grov</i>	<i>gravd</i>
<i>grine</i> (fret, be cross)	..	<i>griner</i>	<i>gren</i>	<i>grint</i>
<i>gripe</i> (grasp)	..	<i>griper</i>	<i>grep</i>	<i>grepet</i>
<i>gråte</i> (weep)	..	<i>gråter</i>	<i>gråt</i>	<i>grått</i>
* <i>gyse</i> (shudder)	..	<i>gyser</i>	<i>gjøs</i>	<i>gyst</i>
<i>gyve</i> (fly, of dust)	..	<i>gyver</i>	<i>gjøv</i>	<i>gjøvet</i>
<i>gå</i> (go)	..	<i>går</i>	<i>gikk</i>	<i>gått</i>
① <i>henge</i> (hang)	..	<i>henger</i>	<i>hang</i>	<i>hengt</i>

<i>hete</i> (be called)	..	<i>heter</i>	<i>het or hette</i>	<i>hett</i>
<i>hive</i> (throw) ..	..	<i>hiver</i>	<i>hev</i>	<i>hevet</i>
<i>hjelpe</i> (help) ..	..	<i>hjelper</i>	<i>hjalp</i>	<i>hjulpet</i>
<i>holde</i> (hold, keep)	..	<i>holder</i>	<i>holdt</i>	<i>holdt</i>
<i>hugge</i> (hew, cut)	..	<i>hugger</i>	<i>hugg</i>	<i>hugget</i>
<i>klinge</i> (sound)	..	<i>klinger</i>	<i>klang</i>	<i>klinget</i>
<i>klyve</i> (climb) ..	..	<i>klyver</i>	<i>kløv</i>	<i>kløvet</i>
<i>knekke</i> (crack, break)	..	<i>knekker</i>	<i>knakk</i>	<i>knekt</i>
<i>knipe</i> (pinch)	..	<i>kniper</i>	<i>knep</i>	<i>knepet</i>
<i>komme</i> (come)	..	<i>kommer</i>	<i>kom</i>	<i>kommet</i>
<i>krype</i> (creep)	..	<i>kryper</i>	<i>krøp</i>	<i>krøpes</i>
<i>la(te)</i> (let) ..	..	<i>lar</i> (<i>later</i>)	<i>lot</i>	<i>latt</i>
<i>le</i> (laugh) ..	..	<i>ler</i>	<i>lo</i>	<i>ledd</i>
<i>li(de)</i> (suffer) ..	..	<i>lir</i> (<i>lider</i>)	<i>led</i>	<i>lidt</i>
<i>ligge</i> (lie) ..	..	<i>ligger</i>	<i>lå</i>	<i>ligget</i>
<i>lyde</i> (sound) ..	..	<i>lyder</i>	<i>lød</i>	<i>lydt</i>
<i>lyve</i> (lie) ..	..	<i>lyver</i>	<i>løy</i>	<i>loyet</i>
<i>løpe</i> (run) ..	..	<i>løper</i>	<i>løp</i>	<i>løpt</i>
<i>nyse</i> (sneeze) ..	..	<i>nyser</i>	<i>nøs</i>	<i>nyst</i>
<i>nyte, nyde</i> (enjoy) ..	..	<i>nyter</i> (<i>nyder</i>)	<i>nøt</i> (<i>nød</i>)	<i>nytt, nydt</i>
<i>pipe</i> (pipe, whistle) ..	..	<i>piper</i>	<i>pep</i>	<i>pepet</i>
<i>ri(de)</i> (ride) ..	..	<i>rir</i> (<i>rider</i>)	<i>red</i>	<i>ridd</i>
<i>renne</i> (flow) ..	..	<i>renner</i>	<i>rant</i>	<i>rent, runnet</i>
<i>rive</i> (tear) ..	..	<i>river</i>	<i>rev</i>	<i>revet</i>
<i>ryke</i> (break, smoke, intr.)		<i>ryker</i>	<i>røk</i>	<i>røket</i>
<i>se</i> (see) ..	..	<i>ser</i>	<i>så</i>	<i>sett</i>
<i>sige</i> (sink, move slowly forward) ..	..	<i>siger</i>	<i>seig</i>	<i>seget</i>
<i>sitte</i> (sit) ..	..	<i>sitter</i>	<i>satt</i>	<i>sittet</i>
<i>skinne</i> (shine) ..	..	<i>skinner</i>	<i>skjen</i>	<i>skinnet</i>
<i>skjelве</i> (tremble) ..	..	<i>skjelver</i>	<i>skalv</i>	<i>skjelvet</i>
<i>skjære</i> (cut) ..	..	<i>skjærer</i>	<i>skar</i>	<i>skåret</i>
<i>skride</i> (proceed)	..	<i>skrider</i>	<i>skred</i>	<i>skredet</i>
<i>skrive</i> (write) ..	..	<i>skriver</i>	<i>skrev</i>	<i>skrevet</i>
<i>skrike</i> (cry, shriek) ..	..	<i>skriker</i>	<i>skrek</i>	<i>skreket</i>
<i>skryte</i> (boast) ..	..	<i>skryter</i>	<i>skrøt</i>	<i>skrytt</i>
<i>skvette</i> (give a sudden start, splash) ..	..	<i>skvætter</i>	<i>skvatt</i>	<i>skvættet</i>
<i>skyte</i> (shoot) ..	..	<i>skyter</i>	<i>skjøt</i>	<i>skutt</i>
<i>skyve</i> (push) ..	..	<i>skyver</i>	<i>skjøv</i>	<i>skjøvet</i>
<i>slenge</i> (dangle, idle intr.) ..	..	<i>slenger</i>	<i>slang</i>	<i>slengt</i>
<i>slippe</i> (let go, drop) ..	..	<i>slipper</i>	<i>slapp</i>	<i>sloppet</i>
<i>slite</i> (wear out, toil) ..	..	<i>sliter</i>	<i>slet</i>	<i>slitt</i>
<i>slå</i> (strike) ..	..	<i>slår</i>	<i>slo</i>	<i>slått</i>
<i>smelle</i> (crack)	..	<i>smeller</i>	<i>smalt</i>	<i>smelt</i>
<i>smette</i> (slip, get away quickly) ..	..	<i>smetter</i>	<i>smatti</i>	<i>smuttet</i>
<i>smyge</i> (creep, sneak) ..	..	<i>smyger</i>	<i>smøg</i>	<i>smøget</i>
<i>sneke</i> (seg) (sneak, slink) ..	..	<i>sniker</i>	<i>snek</i>	<i>snekes</i>
<i>snyte</i> (cheat) ..	..	<i>snuter</i>	<i>snøt</i>	<i>snytt</i>

<i>sove</i> (sleep)	<i>sover</i>	<i>sov</i>	<i>sovet</i>
<i>spinne</i> (spin)	<i>spinner</i>	<i>spant</i>	<i>spunnet</i>
<i>sprette</i> (leap, bounce)	<i>sprettet</i>	<i>spratt</i>	<i>sprettet</i>
<i>springe</i> (jump, run)	<i>springer</i>	<i>sprang</i>	<i>sprunget</i>
<i>stige</i> (rise, increase)	<i>stiger</i>	<i>steg</i>	<i>steget</i>
<i>stikke</i> (stab, prick, put)	<i>stikker</i>	<i>stakk</i>	<i>stukket</i>
<i>stjele</i> (steal)	<i>stjeler</i>	<i>stjal</i>	<i>stjålet</i>
<i>strekke til</i> , (suffice)	<i>strekker til</i>	<i>strakk til</i>	<i>strukket til</i>
* <i>stri(de)</i> (strive, strug- gle)	<i>strir (strider)</i>	<i>stred</i>	<i>stridt</i>
<i>stryke</i> (stroke, iron, fail in exams.)	<i>stryker</i>	<i>strøk</i>	<i>strøket</i>
<i>stå</i> (stand)	<i>står</i>	<i>sto(d)</i>	<i>stått</i>
* <i>sverge</i> (swear)	<i>sverger</i>	<i>svor</i>	<i>svoret</i>
* <i>svi</i> (sing, smart)	<i>svir</i>	<i>sved</i>	<i>svidd</i>
<i>svike</i> (betray)	<i>sviker</i>	<i>svek</i>	<i>sveket</i>
* <i>svinge</i> (swing, turn)	<i>svinger</i>	<i>svang</i>	<i>svungen</i>
<i>svinne</i> (vanish, de- crease)	<i>svinner</i>	<i>svant</i>	<i>svunnet</i>
<i>syng</i> (sing)	<i>synger</i>	<i>sang</i>	<i>sunget</i>
<i>synke</i> (sink)	<i>synker</i>	<i>sank</i>	<i>sunket</i>
<i>ta(ge)</i> (take)	<i>tar (tager)</i>	<i>tok</i>	<i>tatt</i>
<i>treffe</i> (meet with, hit)	<i>treffer</i>	<i>traff</i>	<i>truffet</i>
<i>trekke</i> (pull)	<i>trekker</i>	<i>trakk</i>	<i>trukket</i>
<i>vinge</i> (force)	<i>vinger</i>	<i>twang</i>	<i>tvunget</i>
<i>vike</i> (yield, step aside)	<i>viker</i>	<i>vek</i>	<i>veket</i>
<i>vinde</i> (wind)	<i>vinder</i>	<i>vandt</i>	<i>vundet</i>
<i>vinne</i> (win)	<i>vinner</i>	<i>vant</i>	<i>vunnet</i>
III - * <i>vr</i> (twist, wring)	<i>vrir</i>	<i>vred</i>	<i>vridd</i>

Forms in brackets such as : *bede* and *blive* indicate that they may still be seen in formal style and frequently in 19th and early 20th century literature. But in colloquial speech and modern prose only the short forms like : *be* and *bli* are used.

Vocabulary

Norwegian—English

A.

adjé	.	.	.	good-bye
adrésse (c.)	.	.	.	address
aften (c.)	.	.	.	evening
åker (c.), see åker	.	.	.	field (ploughed)
akkurát	.	.	.	exactly
aldéles	.	.	.	completely
aldri	.	.	.	never
alène	.	.	.	alone
all, (n.) alt, (pl.) alle	.	.	.	all, everybody
allerède	.	.	.	already
alliért, p. p. of : alliére	.	.	.	allied
(al)likevel	.	.	.	still, yet
alt	.	.	.	(¹) all, everything ; (²) already
(alt)for	.	.	.	(much) too
áltst	.	.	.	consequently
altán (c.)	.	.	.	balcony
alvórlig	.	.	.	serious
ámbolt (c.)	.	.	.	anvil
amerikáner (c.)	.	.	.	American
amerikánsk	.	.	.	American
and (f.), pl. énder	.	.	.	duck
anelse (c.)	.	.	.	idea
angrep (n.) ; ángripe (st. v.)	.	.	.	
see gripe)	.	.	.	attack
anlédning (c.)	.	.	.	occasion
ansikt (n.)	.	.	.	face
annen, (n.) annet, (pl.)	.	.	.	
andre	.	.	.	other
ánstrengende	.	.	.	strenuous
antákelig	.	.	.	probably
april	.	.	.	April
arbeid (n.)	.	.	.	work
arbéide (-et)	.	.	.	work
arbéider (c.)	.	.	.	worker
arm (c.)	.	.	.	arm
arm	.	.	.	poor
armé (c.)	.	.	.	army
at (conj.)	.	.	.	that
augúst	.	.	.	August
av	.	.	.	of
av og til	.	.	.	now and again ; occasionally
av stéd, ste:	.	.	.	off, away, along
ávbryte (st. v.)	.	.	.	interrupt
ávfyre (-te)	.	.	.	fire
ávholdt (p.p. of holde, st. v.).	.	.	.	beloved, dear

avis (c.)	newspaper
ávlyse	cancel
ávskjære (st. v.)	cut off
avstand (c.)	distance
på avstand	at a distance
avtale (c.) ; (-te)	arrangement, agreement ; arrange, agree on

B.

bad (n.)	bath, bathroom
bade (-et)	bathe (also : to bath)
bak	behind
baker (c.)	baker
bakke (c.)	hill
bakket	hilly
bakre	hind
ball (1) (c.), (2) (n.)	(1) ball, (2) i.e. dance
bange	frightened
bank (c.)	bank
bare	only
barbárisk	barbarian
barn (n.)	child
barndom (c.)	childhood
be (st. v.)	ask, beg
bédre	better
befólkning (c.)	population
begge (to)	both
begýnne (-te)	begin
behándle (-et)	deal with, treat
behóve (-de)	need
bekk (c.)	brook
belte (n.)	belt
belíggenhet (c.)	situation, position
belónne (-et)	reward
bemérke (-et)	notice, remark
bemerkning (c.)	remark
ben (n.)	leg
beró (-dde) på	depend on
berémt	famous
bestémt	firm, -ly
besók (n.), besóke (-te)	visit
betále (-te)	pay
betý (-dde)	mean
beúndre (-et)	admire
bil (c.)	car
bilde (n.)	picture
billig	cheap
binde (st. v.)	tie, bind
bite (st. v.)	bite
bitt (n.)	bite
bítter	bitter

bjørn (c.)	.	.	.	bear
blekk (n.)	:	:	.	ink
blékkhus (n.)	:	:	.	inkpot
bli (st. v.)	.	.	.	become, get
blink (c.)	.	.	.	mark, bull's eye
blomst (c.)	.	.	.	flower
blå	.	.	.	blue
bo (-dde)	.	.	.	live, reside
bok (c.), pl. bóker	.	.	.	book
bokhandler (c.)	.	.	.	bookseller
bombe, 'bø'mbø (c.) ; (-et).	.	.	.	bomb
bonde (c.), pl. bónder	.	.	.	farmer
bord (n.)	.	.	.	table
borger (c.)	.	.	.	citizen
bort, borte	.	.	.	away
bort til	.	.	.	up to
bortre, bórtest	.	.	.	farther, farthest
bot (f.) ; (c.) pl. bótter	.	.	.	patch ; fine, penalty
bra	.	.	.	good, fine, excellent
brake (-et)	.	.	.	crash, make noise
brekke (st. v.)	.	.	.	break
brenne (brant or : brente, brent)	.	.	.	burn
brev (n.)	.	.	.	letter
bringe (brakte, brakt)	.	.	.	bring
bror (c.), pl. brødre	.	.	.	brother
brun	.	.	.	brown
bruke (-te)	.	.	.	use
bryggerí (n.)	.	.	.	brewery
bryllup (n.)	.	.	.	wedding
bryte (st. v.)	.	.	.	break
brød (n.)	.	.	.	bread
bue (c.) ; (-et).	.	.	.	bow, curve
bukke (-et)	.	.	.	bow
buss (c.)	.	.	.	bus
butíkk (c.)	.	.	.	shop
by (c.)	.	.	.	town
by (st. v.)	.	.	.	offer, bid
bygge (-de)	.	.	.	build
bære (st. v.)	.	.	.	carry
bølge (c.) ; (-et)	.	.	.	wave
bør, burde	.	.	.	ought, should
børste (c.) ; (-et)	.	.	.	brush
både	.	.	.	both
både og	.	.	.	both and
båt (c.)	.	.	.	boat

C.

chanse, 'ʃa'nsə, (c.) . chance

D.

da (conj. adv.)	when ; then
dag (c.)	day
i dag	to-day
daglig	daily
dagligdags	daily, everyday
dal (c.)	valley
dam (c.)	pond
dame (c.)	lady
danne (-et) ; dannet (adj.)	shape ; educated
danske (c.)	Dane
datter (c.) ; pl. døtre	daughter
deilig	pleasant, delicious
dele (-te)	divide, share
dengang	that time, then
der	there
dérför	therefore
dérfra	from there
dérimot	on the other hand
derpå	then
deséember	December
dessvérre	unfortunately ; I am afraid
detálj (c.)	detail
dikt (n.)	poem
dikter (c.)	poet
diskutére (-te)	discuss
diván (c.)	divan
dog, då:g	though, yet
doven, då:vən	lazy
dra (st. v.)	draw, drag ; depart, go
drakt (c.)	dress, costume
dreie (-de)	turn
drepe (-te)	kill
drikke (st. v.)	drink
drosje, 'drå:ssjə (c.)	taxi
dryppe (-et)	drip
drøm (n.)	dream
drømme (-te)	dream
duk (c.)	cloth
dum	stupid
dusin (n.)	dozen
dusj (n.)	shower
dverg (c.)	dwarf
dyp	deep
dyr	expensive, dear
dyr (n.)	animal
dýrisk	beastly
død (c.) ; adj. . . .	death, dead
dør (c.)	door
dårlig	bad, -ly

E.

edru	sober
egen, see page 104	own
egg (n.)	egg
eie (-de)	own
ekorn (n., c.)	squirrel
eksémpel (n.) ; for- abbr. f. eks.	example ; for- (e.g.)
eldre ; eldst	older, elderly ; oldest
eléndig	miserable
elév (c.)	pupil
éllers	otherwise
elske (-et) ; elsket (adj.)	love ; beloved
elv (f.)	river
enda	still, yet
ende (c.) ; (-te)	end ; cease
endelig	at last
endog	even
engel (c.)	angel
éngelsk	English
éngelskemann	Englishman
enke (c.)	widow
enn	than
enna	yet, still
enten-eller	either—or
eple (n.)	apple
erfárning (c.)	experience
etter	after
etterpå	afterwards
etter som	as
eventyr (n.)	fairy tale, folk-tale

F.

fabrikk (c.)	factory
fall (n.) ; falle (st. v.)	fall
fanden, 'fa`n (c.)	the devil
fange (c.) ; (-et)	prisoner ; capture, catch
far (c.) ; pl. fedre	father
fare (c.)	danger
fare (st. v.)	travel, rush
farge (c.) ; (-et) fargerik	colour colourful
fart (c.)	speed
farvél (n.)	good-bye
fattig	poor
február	February
feil (c.) ; pl.- ; adj., adv.	error ; wrong
féilles	common
féngsel (n.)	prison
ferdig	ready, finished
férie (c.)	holiday

fersk	fresh
fest (c.)	delight, festival
fiende (c.)	enemy
film (c.)	film
finger ()	finger
finne (st. v.)	find
fiolín (c.)	violin
fisk (c.)	fish
fiskestang (f.); pl.-stenger	fishing rod
fisketur (c.)	fishing trip
fjell (n.)	mountain
fjellkjede (c.)	mountain range
fjellmann (c.)	mountaineer
fjellpartí (n.)	mountain range, area
fjord, fjo:r (c.)	fjord
flagg (n.)	flag
flaske (f.)	bottle
flere ; flest	more, several ; most
flink	clever
flittig	industrious
fly, flyge (st. v.)	fly
fly (n.)	plane
flyger (c.)	pilot
flyplass (c.)	aerodrome
folk (n.)	people
for (adv.) see áltfor	
for, (prep.)	for
tor å	in order to
foran, 'få rran	in front of
fordí	because, as
fordémt	damned
forestilling (c.)	performance
foretaksom	enterprising
foretrekke (st. v.)	prefer
forfáttar (c.)	author
forférdelig	terrible
forlövet	engaged to be married
fornéyd	contented
forréder (c.)	traitor
fórrest	foremost
forrésten	however ; by the way
forrétning (c.)	business
forrige uke, måned	last week, month
forsiktig	careful
forskjéllig	different
forsta (st. v.)	understand
forsvínne (st. v.)	disappear
forsøke (-te); forsøk, n.	try, attempt attempt, trial
fort	quickly
fortau (n.)	pavement
fortélle (-talte, -talt)	relate, tell about
fórtsette (-satte, -satt)	continue

foss (c.)	.	.	.	waterfall
fot (c.), pl. føtter	.	.	.	foot
fra	.	.	.	from
frakk (c.)	.	.	.	coat
fram	.	.	.	forward
fram og tilbake	.	.	.	to and fro
frédag	.	.	.	Friday
fremmed, adj. ; (c.) pl. -e	.	.	.	foreign, unfamiliar ; stranger
fremre	.	.	.	foremost
fri	.	.	.	free
frimódig	.	.	.	cheerful ; fearless
fru ; frue (c.)	.	.	.	Mrs. ; married woman
frukt (c.)	.	.	.	fruit
frykt (c.)	.	.	.	fear
fryse (st. v.)	.	.	.	freeze, be cold
fullsténdig	.	.	.	entirely, quite
fyr (c.)	.	.	.	fellow
fýrstikk (c.)	.	.	.	match
føle (-te)	.	.	.	feel
følge (fulgte, fulgt)	.	.	.	follow, accompany
før, adv., prep., conj.	.	.	.	before, earlier, formerly
føre (-te)	.	.	.	lead, take
fører (c.)	.	.	.	leader, guide
først	.	.	.	first
få (st. v.)	.	.	.	get, receive
få, færre	.	.	.	few, fewer

G.

gammel (eldre, eldst)	.	.	.	old (older, oldest)
gammeldags	.	.	.	oldfashioned
gamlemor	.	.	.	grandmother
gang (c.)	.	.	.	time ; course ; corridor
ganske	.	.	.	quite
gap (c.)	.	.	.	fool
gate (f.)	.	.	.	street
gave (c.)	.	.	.	gift
geni, <i>je'ni:</i> (n.)	.	.	.	genius
gevær (n.)	.	.	.	rifle
gi (st. v.)	.	.	.	give
gide (st. v.)	.	.	.	care to
gifte (-et) seg med; gift adj.	.	.	.	marry ; married
gjelde (st. v.)	.	.	.	concern
gjemme (-te)	.	.	.	hide
gjénnom	.	.	.	through
gjerde, <i>'jæ':rə</i> (n.)	.	.	.	fence
gjerne	.	.	.	willingly ; generally
gjøre (gjorde, gjort)	.	.	.	do
glad	.	.	.	glad, happy
glad i	.	.	.	fond of
glass (n.)	.	.	.	glass
glede (c.) ; (-et) det gleder	.	.	.	joy : I am glad
meg	.	.	.	

glemme (-te)	.	.	forget
glimre (-et)	.	.	glitter
glimrende	.	.	splendid, -ly, glorious, -ly
glo (f.) pl. glør	.	.	ember
god, go:	.	.	good
godt, gått, adv.	.	.	well
gran (f.)	.	.	spruce
grave (-de) or (st. v.)	.	.	dig
greie (-dde)	.	.	manage
gren (c.)	.	.	branch
grense (c.)	.	.	border, frontier
gripe (st. v.)	.	.	seize
gris (c.)	.	.	pig
grunn (c.)	.	.	ground ; reason
grå	.	.	grey
gro (-dde)	.	.	grow
gråte (st. v.)	.	.	weep
gylfen	.	.	golden
gymnastikk, gymna'stik (c.)	.	.	gymnastics ; exercise
gå (st. v.)	.	.	go, walk
gård, gå:r (c.)	.	.	farm

H.

ha (hadde, hatt)	.	.	have
hals (c.)	.	.	neck, throat
halv, hal	.	.	half
halvdel (c.)	.	.	half
halvmåne (c.)	.	.	half-moon
halvpart (c.)	.	.	half
halvveis	.	.	half-way
hammer (c.)	.	.	hammer
håndelsflåte (c.)	.	.	merchant navy
handling (c.)	.	.	action
hard, ha:r	.	.	hard
hatt (c.)	.	.	hat
hav (n.)	.	.	sea
havn (c.)	.	.	harbour
heldig	.	.	lucky
hel	.	.	whole
héller ; helst	.	.	rather, sooner ; preferably
heller ikke	.	.	nor, neither
helt (adv.)	.	.	completely
helt riktig	.	.	quite right
helt til	.	.	as far as, right to
helt (c.)	.	.	hero
helteroman (c.)	.	.	heroic novel
hende (-te)	.	.	happen
henge (-te) ; (st. v.) intr.	.	.	hang
hente (-et)	.	.	fetch
her, hæ:r	.	.	here
herde, 'hæ:rde (-et)	.	.	harden

herr	.	.	.	Mr.
herre (c.)	.	.	.	gentleman
hest (c.)	.	.	.	horse
hete (het(te), hett)	.	.	.	be called
hilse (-te)	.	.	.	greet
himmel (c.)	.	.	.	sky, heaven
hissig	.	.	.	hot-tempered
histórie (c.)	.	.	.	story ; history
hit	.	.	.	here, hither
hjelp (c.) ; (-e, st. v.)	.	.	.	help
hjem (n.)	.	.	.	home
hjemland (n.)	.	.	.	homeland
hjemme	.	.	.	at home
hjémover	.	.	.	homeward
hjørne (n.)	.	.	.	corner
holde (st. v.)	.	.	.	hold, keep
hoppe (-et)	.	.	.	jump
hotéll (n.)	.	.	.	hotel
hovedvei (c.)	.	.	.	main road
hovestad (c.), pl. steder	.	.	.	capital
hovmod, 'hå'vmo(:)d (n.)	.	.	.	arrogance, pride
hugge (hugde or : hugg)	.	.	.	hew, cut
hull (n.)	.	.	.	hole
humór (n.)	.	.	.	humour
humoristisk	.	.	.	humorous
hund (c.)	.	.	.	dog
hundre (n.)	.	.	.	hundred
hus (n.)	.	.	.	house
huske (-et)	.	.	.	remember
hva	.	.	.	what
hvem	.	.	.	who
hver	.	.	.	every
hver gang	.	.	.	every time
hvil (c.) ; hvile (-te)	.	.	.	rest
hviske (-et)	.	.	.	whisper
hvit	.	.	.	white
hvor	.	.	.	(¹) where ; (²) how (before adj. and adv.)
hvórdan	.	.	.	how, in what manner
hvórfor	.	.	.	why
hvórfra	.	.	.	from where, whence
hvorhen	.	.	.	where to
hystérisk	.	.	.	hysterical
hær (c.)	.	.	.	army
høflig	.	.	.	polite, -ly
høne (f.)	.	.	.	hen
høre (-te)	.	.	.	hear
høre til	.	.	.	belong to, be amongst
høres (-tes)	.	.	.	sound
høst (c.)	.	.	.	autumn
høy	.	.	.	high
høyre	.	.	.	right

hånd (c.), pl. hender	.	.	hand
håp (n.) ; -e (-et)	.	.	hope
hår (n.)	.	.	hair

L.

i	.	.	in, into
i det siste	.	.	lately
i sær	.	.	especially
idiót (c.)	.	.	idiot
igjén	.	.	again ; left
igjénnom	.	.	through
ikke	.	.	not
ikke desto mindre	.	.	none the less
ille	.	.	badly
imidlertid	.	.	meanwhile
indre	.	.	inner
ingen, intet, pl. ingen	.	.	no, not any, nobody
ingenting	.	.	nothing
inn i ; inn(e), see p. 00	.	.	into ; in, adv
ínnhente (-et)	.	.	overtake
ínnstille (-te)	.	.	cancel, stop
inntrykk (n.)	.	.	impression
interésse (c.)	.	.	interest

J.

ja	.	.	yes
jage (-et)	.	.	chase
január	.	.	January
jeger (c.)	.	.	hunter
jo	.	.	yes (after negative)
jo—désto	.	.	the—the
jo—dess	.	.	the—the
jo—jo	.	.	the—the
jord, jo:r (c.)	.	.	earth
juble (-et)	.	.	cheer
jul (c.)	.	.	Christmas
júli	.	.	July
júni	.	.	June

K.

kafé (c.)	.	.	café
káffe (c.)	.	.	coffee
kai (f.)	.	.	quai
kake (c.).	.	.	cake
kald	.	.	cold
kalle (-te)	.	.	call
kamerát (c.)	.	.	comrade
kan, kunne	.	.	can, could
kanskje	.	.	perhaps
kapítel (n.)	.	.	chapter
kappe (c.)	.	.	gown

kaptéin (c.)	.	.	.	captain
kart (n.)	.	.	.	card, map
keiser (c.)	.	.	.	emperor
kikke (-et)	.	.	.	peep
kilo (n.)	.	.	.	kilo
kilometer (c.)	.	.	.	kilometer, about $\frac{5}{8}$ of a mile
kinn (n.).	.	.	.	cheek
kíno (c.)	.	.	.	cinema
kirke (c.)	.	.	.	church
kjeltring (c.)	.	.	.	rascal
kjenne (-te); -igjen	.	.	.	know, feel ; recognise
kjære	.	.	.	dear
kjøpe (-te)	.	.	.	buy
kjøre (-te)	.	.	.	drive
kjøtt (n.)	.	.	.	meat
klappe (-et)	.	.	.	applaud
klare (-te)	.	.	.	manage
klasse (c.)	.	.	.	class, form
klatre (-et)	.	.	.	climb
klatring (c.)	.	.	.	climbing
kle(-dde)	.	.	.	dresses
klíma (n.)	.	.	.	climate
klok	.	.	.	clever
klokke (f.)	.	.	.	clock, watch
klokker (c.)	.	.	.	sexton
klyve (st. v.)	.	.	.	climb
klær	.	.	.	clothes
knapp (c.)	.	.	.	button
kne (n.), pl. knær	.	.	.	knee
knekke (-te) (st. v. intr.)	.	.	.	crack
kniv (c.)	.	.	.	knife
komme (st. v.)	.	.	.	come
konge (c.)	.	.	.	king
kongedømme (n.)	.	.	.	kingdom
kontór (n.)	.	.	.	office
konversasjón (c.)	.	.	.	conversation
kopp (c.)	.	.	.	cup
kose (-te) seg	.	.	.	be comfortable
koste (-et)	.	.	.	cost
krabbe (-et)	.	.	.	crawl
kraft (c.), pl. krefter	.	.	.	strength
kraftig	.	.	.	powerful, -ly
krage (c.)	.	.	.	collar
krengé (-te)	.	.	.	heel over
krig (c.)	.	.	.	war
krígersk	.	.	.	warlike
krone (f.)	.	.	.	crown
krónprins (c.)	.	.	.	Crown Prince
kry	.	.	.	proud
krype (st. v.)	.	.	.	creep
ku (f.) pl. kyr or kuer	.	.	.	cow

kulde (c.)	.	.	.	cold
kull (n.)	.	.	.	coal
kveld (c.)	.	.	.	evening
kvele (kvalte, kvalt)	.	.	.	choke
kvikk	.	.	.	quick
kvinne (c.)	.	.	.	woman
kyst (c.)	.	.	.	coast
kåt	.	.	.	wanton, wild

L.

la (st. v.)	.	.	.	let
lage -(et)	.	.	.	make
laks (c.)	.	.	.	salmon
land (n.) ; -e (-et)	.	.	.	country, land
lang, adv. langt	.	.	.	long ; far
langs	.	.	.	along
langsom	.	.	.	slow
lat	.	.	.	lazy
lav	.	.	.	low
le (st. v.)	.	.	.	laugh
lede (-et)	.	.	.	lead
lege (c.)	.	.	.	physician
legge (la, lagt)	.	.	.	lay, put
lekke (-te)	.	.	.	play (about children)
lem (n.)	.	.	.	limb
lenge	.	.	.	long ; a long time
lengst	.	.	.	farthest
lese (-te)	.	.	.	read
lete (-te) etter	.	.	.	look for, search for
lett	.	.	.	easy ; light
leve (-de)	.	.	.	live
levére (-te)	.	.	.	deliver
ligge (st. v.)	.	.	.	lie
like (-te)	.	.	.	like
like før	.	.	.	just before
likeså	.	.	.	as
likeså—som	.	.	.	as—as ; quite—as
likevel	.	.	.	nevertheless, yet, still
linje (c.)	.	.	.	line
liten (n.), lite ; def. lille,				
vesle ; pl. små	.	.	.	little
litt, adj., adv.	.	.	.	a little
liv	.	.	.	life
livlig, <i>līvli</i>	.	.	.	lively
livlös, <i>lī:vlø(:)s</i>	.	.	.	lifeless
lomme (c.)	.	.	.	pocket
lommetørkle (n.)	.	.	.	handkerchief
luft (c.)	.	.	.	air
lukte (-et)	.	.	.	smell, sniff
lus (f.), pl.	.	.	.	louse
lyd (c.)	.	.	.	sound

lykke (c.)	.	.	.	luck, success
lykkelig	.	.	.	happy, -ly
lykkes (lyktes, lykkes)	.	.	.	succeed
lys (n.) ; adj.	.	.	.	light ; fair, bright
lyve, lyge (st. v.)	.	.	.	tell a lie
lære (-te)	.	.	.	learn ; teach
lærerinne (c.)	.	.	.	school-mistress
lærer (c.)	.	.	.	teacher
løfte (n.)	.	.	.	promise
løpe (st. v.)	.	.	.	run
lørdag	.	.	.	Saturday
låse (-te)	.	.	.	lock
låne (-te)	.	.	.	borrow ; lend

M.

mai	.	.	.	May
man, indef. pron.	.	.	.	one
måndag	.	.	.	Monday
mange	.	.	.	many
mann (c.), pl. menn	.	.	.	man
mark (c.)	.	.	.	worm
markspist	.	.	.	wormeaten
mars (c.)	.	.	.	March
marsj (c.)	.	.	.	march
marsjére (-te)	.	.	.	march
mast (c.)	.	.	.	mast
materiále (n.)	.	.	.	material
med	.	.	.	with
med étt	.	.	.	suddenly
meget	.	.	.	very
mellom	.	.	.	between
mellomst	.	.	.	in the middle
men	.	.	.	but
mening (c.)	.	.	.	meaning
menneske (n.) ; pl -r	.	.	.	human being, person ; pl. people
mens	.	.	.	while
mer, mest	.	.	.	more, most
merke (n.) ; (-et)	.	.	.	notice
mest, see mer	.	.	.	
méster (c.)	.	.	.	master
míddag (c.)	.	.	.	dinner, midday
middel (n.)	.	.	.	means ; remedy
midt på, i	.	.	.	in the middle of
midtre, den-	.	.	.	the middle one
mil (f.)	.	.	.	about 6 English miles
minne (n.) ; (-te)	.	.	.	memory ; remind
minst	.	.	.	least, at least
minútt (n.)	.	.	.	minute
mislykkes (see lykkes)	.	.	.	fail
mislykket	.	.	.	unsuccessful
miste (-et)	.	.	.	lose
modérne	.	.	.	modern

modig	brave
mor (c.) ; pl. mødre	mother
more (-te, -et) seg	enjoy oneself
morgen, 'må:n	morning
i morgen	to-morrow
morsom, 'mo:sjám	jolly, amusing
mot	against, towards
mot (n.)	courage
mótör (c.) ; pl. motórer	motor
mulig	possible
munne (-et) ut i	flow into
múnter	gay
múnterhet (c.)	gaiety
musíkk (c.)	music
musikálsk ; músiker (c.)	musical ; musician
musikk-korps (n.)	band
mye	much
mébel (n.)	piece of furniture
mørke (n.)	darkness
møte (c.) ; (-te)	meeting ; meet
må, måtte	must, have to
måke (c.)	seagull
måne (c.)	moon
måned (c.), 'må:nt	month
måte (c.)	manner

N.

nabo (c.)	neighbour (-ing)
napp (n.)	bite (in angling)
narre (-et)	lure
nasjón (c.)	nation
nasjonáldag (c.)	national day
nasjonáldrakt (c.)	national costume
nasjonálsang (c.)	National Anthem
natt (c.), pl. nétter	night
natúrlig	natural, -lly
natúrligvis	of course
navn (n.)	name
ned	down
nédover	down(wards)
nedre	lower
nédstigning (c.)	descent
néger (c.)	Negro
nei	no
neppe	hardly, scarcely
nese (c.)	nose
nest	next
nesten	almost
néttopp	exactly ; recently
nevne (-te)	mention
nisse (c.).	goblin

noen, noe, pl. noen . . .	some, any (-body, -thing)
nok, nåk	enough
nord, no:r	north
nórdover	northwards
Nòrdsjøen	North Sea
Norge, 'nå:rgé	Norway
nordmann, 'no:rman (c.) .	Norwegian
norsk, nå:sk	Norwegian
notis (c.)	notice
novémber	November
ny	new
på ny	again
nýhet (c.)	news
nylig, nyss	recently
nytte (c.)	benefit, use
nær	near
nærhet (c.)	neighbourhood
nøkkel (c.)	key
nøtt (f.)	nut
nøye (adj., adv.)	careful, -ly; exact, -ly
nå (-dde)	reach
nål (f.)	needle
når (conj. adv.)	when, at what time
nødt, være n. til	to have to

O.

offisér (c.)	officer
ofte	often
og, å:	and
også, 'å:sså	also, too, as well
om	about; of; if
om og om igjen	over and over again
omkring	about
område (n.)	area
omtrént	almost, nearly, about
ond	bad
ónkel (c.)	uncle
opp, oppe	up
óppdagé (-et)	discover, detect
óppfordre (-et)	encourage
oppførsel (c.)	behaviour
ópprinne (st. v.)	dawn
ord (n.), o:r	word
ordentlig, 'å:n̄li	properly
óver	across, over
óverált	everywhere
óvermáte	extremely, exceedingly
óverórdentlig	extraordinarily
óverraske (-et)	surprise
ovn (c.)	stove
óktóber	October
ónsdag	Wednesday

P.

pakke (c.) ; (-et)	.	.	parcel, pack
papír (n.)	.	.	paper
par (n.)	.	.	couple, pair
park (c.)	.	.	park
partí (n.)	.	.	party, consignment
pasiént (c.)	.	.	patient
passasjér (c.)	.	.	passenger
passasjérbåt (c.)	.	.	liner
pen	.	.	nice, pretty
penge (c.) = pengestykke (n.)			coin
penger (pl.)	.	.	money
penn (c.)	.	.	pen
perle (c.)	.	.	pearl
piáno (n.)	.	.	piano
pike (c.)	.	.	girl
pil (f.)	.	.	arrow
pinne (c.)	.	.	peg
plage (c.) ; (-et)	.	.	torment
plass (c.)	.	.	place ; seat ; square
pleie (-de)	.	.	be in the habit of
plutselig	.	.	suddenly
poesí (c.)	.	.	poetry
polití (n.)	.	.	police
politíkonstábel (c.)	.	.	policeman
post (c.)	.	.	post
postkasse (c.)	.	.	letter-box
potét (c.)	.	.	potato
prate (-et)	.	.	chat
preke (-te)	.	.	preach
preken (c.)	.	.	sermon
presís	.	.	punctual ; sharp
prest (c.)	.	.	parson
prinsèsse (c.)	.	.	princess
pris (c.)	.	.	price
proféssor (c.) ; pl. profes-			
sórer	.	.	professor
prosént (c.)	.	.	per cent
prøve (-de)	.	.	test, try
punkt, pon(k)t (n.)	.	.	point
pust (c.)	.	.	breath
puste (-et)	.	.	breathe
pute (f.)	.	.	pillow
pynkte (-et) opp	.	.	decorate
på	.	.	on
påstå (st. v.)	.	.	maintain

R.

ramle (-et) ned	.	.	tumble down
rand (c.) ; pl. rénder	.	.	edge, border
ransake (-te)	.	.	ransack, search

rar	.	.	.	.	strange
rask	.	.	.	.	quick
redd	.	.	.	.	afraid
redde (et)	.	.	.	.	save
redsel, 're'tsel (c.)	.	.	.	.	fright
regne, 'rei'nə (-et, -te)	.	.	.	.	rain ; do sums
reise (-te)	.	.	.	.	travel, go
rekke (rakte, rakt)	.	.	.	.	hand, pass
ren, rent (adv.)	.	.	.	.	clean ; quite
renne (st. v.)	.	.	.	.	flow
rent, see ren	.	.	.	.
rente (c.)	.	.	.	.	interest (in the bank)
rentefot (c.)	.	.	.	.	rate of interest
restaurant, restu'ran (c.)	.	.	.	.	restaurant
rett, adj., adv. ; (c.)	.	.	.	.	right ; straight ; dish ; court
ri(de) (st. v.)	.	.	.	.	ride
rik	.	.	.	.	rich
rik på	.	.	.	.	rich in
rike (n.)	.	.	.	.	kingdom, realm
riktig	.	.	.	.	correct
ringe (-te)	.	.	.	.	ring
ro (-dde)	.	.	.	.	row
rolig	.	.	.	.	quiet
román (c.)	.	.	.	.	novel
rope (-te)	.	.	.	.	shout
rose (-te)	.	.	.	.	praise
rose (c.)	.	.	.	.	rose
rote (-et)	.	.	.	.	ransack, search
rund, adj : -t prep.	.	.	.	.	round
rússer (c.)	.	.	.	.	Russian
rusle (-et)	.	.	.	.	jog, slouch
rygg (c.)	.	.	.	.	back
ryggsekk (c.)	.	.	.	.	rucksack
rykte (n.)	.	.	.	.	reputation
rød	.	.	.	.	red
rødkinnet	.	.	.	.	rosy-cheeked
rør (n.)	.	.	.	.	receiver
røre (-te) reflex. r- seg	.	.	.	.	touch ; move
rå	.	.	.	.	raw, brutal
råd, rå:d (n.)	.	.	.	.	advice

S.

sak (c.)	.	.	.	.	cause, matter
sal (c.)	.	.	.	.	spacious room
salt (n.)	.	.	.	.	salt
samle (-et)	.	.	.	.	collect
sammen	.	.	.	.	together
samtale (c.)	.	.	.	.	conversation
sang (c.)	.	.	.	.	song
sanger (c.)	.	.	.	.	singer
sann	.	.	.	.	true
sannelig	.	.	.	.	really, indeed

sánnhet (c.)	.	.	.	truth
sannsýnlig	.	.	.	likely
sau (c.)	.	.	.	sheep
scepter (n.)	.	.	.	sceptre
se (st. v.)	.	.	.	see, look
se på (st. v.)	.	.	.	look at
seier (c.)	.	.	.	victory
seile (-te)	.	.	.	sail
sekk (c.)	.	.	.	sack
sekretær (c.)	.	.	.	secretary
sekúnd (n.)	.	.	.	second
selge, selle (solgte, solgt)	.	.	.	sell
selskap (n.)	.	.	.	party
selv	.	.	.	self
sen ; sent, adv. of time	.	.	.	slow; late
seng (f.)	.	.	.	bed
sent, see sen	.	.	.	
sentrál	.	.	.	central
septémber	.	.	.	September
si (sier, sa, sagt)	.	.	.	say, tell
siden	.	.	.	since; later
sige (st. v.)	.	.	.	drop
sikker	.	.	.	safe, sure
síkkert	.	.	.	surely
sikte (n.) ; (-et)	.	.	.	aim
sild (f.)	.	.	.	herring
sint	.	.	.	angry
sist ; til-	.	.	.	last; at last
sítát (n.).	.	.	.	quotation
sítére (-te)	.	.	.	quote
sitte (st. v.)	.	.	.	sit
sjø (c.)	.	.	.	sea
sjøfarende	.	.	.	seafaring
sjøfart (c.)	.	.	.	shipping
sjøfartsby (c.)	.	.	.	shipping town
skade (-et)	.	.	.	harm
skaffe (-et)	.	.	.	provide
skal, skulle	.	.	.	shall, should
skam (c.)	.	.	.	shame
skap (b.)	.	.	.	cupboard
ski (f.) ; pl.—	.	.	.	ski
skille (n.) ; (-te)	.	.	.	division; distinguish; separate, part
skip (n.)	.	.	.	ship
skitten	.	.	.	dirty
skje (-dde)	.	.	.	happen
skjell (n.)	.	.	.	shell
skjelv (st. v.)	.	.	.	shiver, tremble
sko (c.) ; pl. sko(r)	.	.	.	shoe
skog (c.)	.	.	.	wood, forest
skole (c.)	.	.	.	school
skrekk (c.)	.	.	.	terror
skrekkslagen	.	.	.	terror-stricken

skrike (st. v.)	.	.	cry, scream
skrive (st. v.)	.	.	write
skryte (st. v.)	.	.	boast
skudd (n.)	.	.	shot
skuddår (n.)	.	.	leap-year
skute (f.)	.	.	ship, craft
skuespill (n.)	.	.	play
skygge (c.)	.	.	shade, shadow
skynde (-te) seg	.	.	hurry
skyte (st. v.)	.	.	shoot
skyve (st. v.)	.	.	push
slag (n.)	.	.	blow
slik, slikt, slike	.	.	such; thus; like that
slik som	.	.	such as
slippe (st. v.)	.	.	drop; let go
slit (n.)	.	.	toil, hard work
slokke (-te)	.	.	extinguish
slott (n.)	.	.	castle
slu	.	.	cunning
slutt (c.)	.	.	end
slyngel (c.)	.	.	rascal
slå (st. v.)	.	.	fight, strike
slåss (st. v.)	.	.	fight
smak (c.); smake (-te)	.	.	taste
smal	.	.	narrow
smed, sme: (c.)	.	.	smith
smelle (-te); (st. v.)	.	.	slam; crack
smette (st. v.)	.	.	slip
smie (f.)	.	.	smithy
smil (n.); smile (-te)	.	.	smile
smør (n.)	.	.	butter
smøre (smurte, smurt)	.	.	grease, smear
snakke (-et)	.	.	talk, chat
snar; snart (adv.)	.	.	quick; soon
snes (n.)	.	.	score
snipp (c.)	.	.	collar
snu (-dde)	.	.	turn
snuse (-te)	.	.	sniff, snuff
snute (c.)	.	.	snout, nose
snø (c.); (dde)	.	.	snow
sol (c.)	.	.	sun
solíd	.	.	solid
soldát (c.)	.	.	soldier
som (rel. pron.)	.	.	who, which, that
somme tider	.	.	sometimes
sommer (c.)	.	.	summer
sove (st. v.)	.	.	sleep
spare (te)	.	.	save, spare
spille (-te)	.	.	play
spise (-te)	.	.	eat
sprekke (st. v.)	.	.	break, burst
springe (st. v.)	.	.	run; jump

språk (n.)	.	.	.	language
spørre (spurte, spurt)	.	.	.	ask, inquire
spøke (-te)	.	.	.	joke
spå (-dde)	.	.	.	prophesy
sta	.	.	.	stubborn
stakkars	.	.	.	poor (in exclamations)
stasjon (c.)	.	.	.	station
sted, ste:(d) (n.)	.	.	.	place
i stedet	.	.	.	instead
stein (c.)	.	.	.	stone
steinet	.	.	.	stony
stige (c.) ; (st. v.)	.	.	.	ladder ; arise, increase
stikke (st. v.)	.	.	.	pierce, stab ; put
stille	.	.	.	quiet
stiv	.	.	.	stiff
stjele (st. v.)	.	.	.	steal
stokk (c.)	.	.	.	stick
stol (c.)	.	.	.	chair
stole (-te) på	.	.	.	rely upon
stoppe (-et)	.	.	.	stop
stor	.	.	.	big
storslegge (f.)	.	.	.	sledge-hammer
storm (c.)	.	.	.	storm
strekke (strakte, strakt)	.	.	.	stretch
straff (c.) ; straffe (-et)	.	.	.	punishment ; punish
straks	.	.	.	immediately
streife (-et, -et)	.	.	.	roam
streve (-de)	.	.	.	strive, try hard
stri	.	.	.	persistent ; swift-flowing
stråle (c.) ; (-te)	.	.	.	beam, shine
strålende	.	.	.	glorious
strø (-dde)	.	.	.	strew
studént (c.)	.	.	.	student
stue (f.)	.	.	.	sitting-room
stund (c.)	.	.	.	time, while
stundom	.	.	.	sometimes
stygg	.	.	.	ugly, bad
stykke (n.)	.	.	.	piece
stø	.	.	.	steady
støy (c.)	.	.	.	noise
stå (st. v.)	.	.	.	stand
sukk (n.) ; sukke (-et)	.	.	.	sigh
súkker (n.)	.	.	.	sugar
sulten	.	.	.	hungry
sund ; rive—	.	.	.	asunder, to pieces ; tear—
sunn	.	.	.	healthy
svak	.	.	.	weak
svar (n.)	.	.	.	answer
svare (-te) ; -til	.	.	.	answer ; correspond to
svart	.	.	.	black
svensk	.	.	.	Swedish
svenske (c.)	.	.	.	Swede

sverd, sværd (n.)	.	.	sword
sveve (-de, -et)	.	.	hover
svær	.	.	big
svært	.	.	very
syd, sør	.	.	south
synd (c.) ; det er—	.	.	sin ; pity, it is a—
synes (syntes, synes)	.	.	think, find
synke (st. v.)	.	.	sink
sýnsbedrag (n.)	.	.	optical illusion
sølv, søl (n.)	.	.	silver
sóndag	.	.	Sunday
søt	.	.	sweet
søster (c.)	.	.	sister
særdéles	.	.	exceptionally
særlig	.	.	especially
så	.	.	so, thus ; then
så—som	.	.	as—as
således	.	.	so, thus, in this way

T.

ta (st. v.)	.	.	take
tak (n.)	.	.	roof
tak(n)	.	.	grasp ; effort
takk (c.)	.	.	thanks
tale (c.) ; (-te)	.	.	speech ; speak
tann (c.) ; pl. ténnar	.	.	tooth
tannlege (c.)	.	.	dentist
tante (c.)	.	.	aunt
tápper	.	.	brave
tau (n.)	.	.	rope
teater, te'a':tér (n.) pl.-	.	.	theatre
tegn tein (n.)	.	.	sign
telefón (c.)	.	.	telephone
telefonére (-te)	.	.	telephone
telle (talte, talt)	.	.	count
temmelig	.	.	rather, quite
tid (c.)	.	.	time
tidlig, 'ti:lí	.	.	early
til ; en—	.	.	to, till ; one more
til sist	.	.	at last, in the end
tilbáke	.	.	back
tilfreds, til'frets	.	.	contented
tilstand (c.)	.	.	condition
time (c.)	.	.	hour
tine (-te)	.	.	melt
ting (c.) ; pl.—	.	.	thing
tírsdag	.	.	Tuesday
tog, tå:g (n.)	.	.	train, procession
tom	.	.	empty
tomt (c.)	.	.	site
tone (c.)	.	.	tune, sound

tore (tør, tordø, tort)	.	.	dare
torg, torv (n.)	.	.	market
topp (c.)	.	.	top
torsdag	.	.	Thursday
trapp (f.)	.	.	staircase
trassig	.	.	obstinate
trävel, ha det—t	.	.	busy, be busy
tre (n.) ; pl. trær	.	.	tree
treffe (st. v.)	.	.	meet
trekke (st. v.)	.	.	pull
trett	.	.	tired
trette (c.)	.	.	quarrel
trikk (c.)	.	.	tram
trives (st. v.)	.	.	be comfortable
troll (n.)	.	.	troll, agree
trykke (-et)	.	.	print
tung	.	.	heavy
tur (c.)	.	.	tour, trip, walk
turist (c.)	.	.	tourist
tvil (c.)	.	.	doubt
tvile (-te) på	.	.	doubt
tysk	.	.	German
tysker (c.)	.	.	German
Tyskland (n.)	.	.	Germany
tyv (c.)	.	.	thief
tømme (c.)	.	.	rein
tømme (-te)	.	.	empty
tørst (c.) ; adj.	.	.	thirst; thirsty
tå (f.) ; pl. tær	.	.	toe
tåpelig	.	.	silly
tang (f.) ; pl. ténger	.	.	tongs, pliers

U.

uforsiktig	.	.	.	careless
ugjerning (c.)	.	.	.	crime, evil deed
ullen	.	.	.	woollen
ulv (c.)	.	.	.	wolf
under	.	.	.	under, below, during
undertiden	.	.	.	occasionally
underrette (-et)	.	.	.	inform
undre (-et) seg over (=undres)	.	.	.	wonder at
ung	.	.	.	young
unnskyld !	.	.	.	excuse me !
unntágen	.	.	.	except
uskadd	.	.	.	safe
ut, ute, see p. 122	.	.	.	out
ut av	.	.	.	out of
utenat	.	.	.	by heart
utenlandsk	.	.	.	foreign
utmarket	.	.	.	splendid, grand
utsikt (c.)	.	.	.	view, prospect

V.

vaie (-et)	.	.	wave
vákker	.	.	pretty
vandre (-et)	.	.	wander
vanlig	.	.	usual, -ly
vann (n.)	.	.	water; lake
vanskelig, -het	.	.	difficult, -y
vant (n.)	.	.	shroud (naut.)
vant til	.	.	accustomed to
vare (-te)	.	.	last
varme (c.)	.	.	fire; heat
vaske (-et)	.	.	wash
ved	.	.	at, by, near
ved (c.)	.	.	wood (for fuel)
veddemål (n.)	.	.	bet
vegg (c.)	.	.	wall
vei (c.)	.	.	road, way
vekk	.	.	away
vekke (-te)	.	.	arose
vel	.	.	well
veldig	.	.	great; terrible; exceedingly
velge (valte, valt)	.	.	elect, choose
venn (c.)	.	.	friend
venne (-te) seg til	.	.	accustom oneself to
vénstre	.	.	left
vente (-et)	.	.	wait
verden, 'væ'rðen (c.)	.	.	world, earth
verdenshav (n.)	.	.	ocean
verdi, vær'di (c.)	.	.	value, worth
verdsette	.	.	value, estimate
verdt, væt (c.)	.	.	worth
verk (n.)	.	.	work
vers (n.)	.	.	verse
verst	.	.	worst
vésen (n.)	.	.	nature
veske (f.)	.	.	bag
vesle, den—(= lille)	.	.	the little
vest	.	.	west
vestenfor	.	.	to the west of
videre	.	.	further, on
vil, ville	.	.	will, would
vin (c.)	.	.	wine
vindu (n.)	.	.	window
vinnende	.	.	charming
vínter (c.)	.	.	winter
virksom	.	.	active
virkelig	.	.	really
vis	.	.	wise
vise (-te)	.	.	show
visst, adv.	.	.	apparently
visstnok	.	.	it is true, no doubt
vítø (vet, visste, visst)	.	.	know (a fact)

vond, gjøre—t	.	.	.	bad ; hurt, pain
vær (n.)	.	.	.	weather
være (st. v.)	.	.	.	be
værelse (n.)	.	.	.	room
våge (-et, -de)	.	.	.	dare, risk
våken	.	.	.	awake
våkne (-et)	.	.	.	awake
vår (c.)	.	.	.	spring

Y.

ypperst	.	.	.	supreme
ytre	.	.	.	outer

Ø.

øde	.	.	.	desolate
ødelegge	.	.	.	spoil, destroy
øks (f.)	.	.	.	axe
øl (n.)	.	.	.	beer
ønske (-n.) ; (-et)	.	.	.	wish, want
øre (n.)	.	.	.	ear
øre (c.)	.	.	.	smallest Norwegian coin
ørn (c.)	.	.	.	eagle
ørret (c.)	.	.	.	trout
øst	.	.	.	east
øve (-de)	.	.	.	practise
øvelse (c.)	.	.	.	practice
øvre	.	.	.	upper
øy (f.)	.	.	.	island
øy (n.)	.	.	.	eye
øyeblikk (n.)	.	.	.	moment

Å.

åker, formerly : aker (c.)	.	.	.	field
åpen	.	.	.	open
åpne (-et)	.	.	.	open
år (n.)	.	.	.	year
årstid (c.)	.	.	.	season
årsak (c.)	.	.	.	reason
ås (c.)	.	.	.	hill, ridge

Vocabulary

English—Norwegian

A.

about	.	.	.	om, omkring, omtrént
accompany	.	.	.	følge (fulgte, fulgt)
accustom (oneself) to	.	.	.	venne (-te) seg til
accustomed to	.	.	.	vant til
across	.	.	.	over
action	.	.	.	handling (c.)

active	virksom
address	adréss (c.)
admire	beúndre (-et)
adventure	eventyr (n.)
advice	råd (n.)
aerodrome	flýplass (c.)
afraid	redd
afresh	på ny
after	etter
afterwards	etterpå
again	igjen, på ny
against	mot
agree on	avtale (-te); bli enig om
agreement	avtale (c.)
aim	sikte (-et); (n.)
air	luft (c.)
all	all, alt, alle
allied	alliért, p. p. of alliére
almost	nesten, omtrént
alone	alène
along	langs
already	allerède
also	ógså
American	amerikáner (c.); amerikánsk
and	og
angel	engel (c.)
angry	sint
animal	dyr (n.)
answer	svar (n.); svare (-te)
anvil	ámbolt (c.)
any, anybody	noen, noe, noen
applaud	klappe (-et)
apple	eple (c.)
April	apríl
area	område (n.)
arise	stige (st. v.)
arm	arm (c.)
army	armé (c.), hær (c.)
arouse	vekke (-te), see p. 69
arrange; -ment	avtale (-te); (c.)
arrogance	hovmod (n.)
arrow	pil (f.)
as	(like)som, idét, da, ettersom
as—as	likeså—som, så—som
as far as	helt til
as if	som om
ask	spørre (spurte, spurt)
at	ved
at last	endelig, til sist
attack	angrep (n.); ángrípe (st. v., see gripe)
attempt	forsøk (n.); forsøke (-te)
August	augúst

aunt	tante (c.)
author	forfatter (c.)
autumn	høst (c.)
awake	våkne (-et) ; våken (adj.)
away	bort, borte, vekk, see p. 122
axe	øks (f.)

B.

back	rygg (c.) ; tilbáke
bad	dårlig, ille, vond, stygg
bag	veske (f.)
baker	baker (c.)
balcony	altán (c.)
ball	ball (c.) ; ball (n.), i.e. dance
band	musikk-korps (n.)
bank	bank (c.)
barbarian	barbárisk
bath	bad (n.)
bathe	bade (-et) ; bad (n.)
bathroom	bad (n.)
be	være (st. v.)
beam	stråle (-te) ; (c.)
bear	bjørn (c.)
beastly	dyrisk
beat	slå (st. v.)
beautiful	pen, vakker
because	fordí
become	bli (st. v.)
bed	seng (f.)
beer	øl (n.)
before	før
beg	be (st. v.)
begin	begýnne (-te)
behaviour	oppførsel (c.)
behind	bak
belong to	høre (-te) til
belt	belte (n.)
beloved	ávholdt, elsket
below	únder
bend	bøyde (-de)
benefit	nytte (c.)
bet	veddemål (c.)
better	bédre
between	méllom
bid	by (st. v.)
big	stor, svær
bind	binde (st. v.)
bite	bite (st. v.) ; bitt (n.) ; napp (n.)
bitter	bitter
black	svart
blue	blå
blow	slag (n.)

boat	.	.	.	båt (c.)
boast	.	.	.	skryte (st. v.)
bomb	.	.	.	bombe (c.) ; (-et)
book	.	.	.	bok (n.) ; pl. bøker
bookseller	.	.	.	bokhandler (c.)
border	.	.	.	grense (c.) ; (-et)
borrow	.	.	.	låne (-te)
both	.	.	.	begge, både
both—and	.	.	.	både—og
bottle	.	.	.	flaske (f.)
bottom	.	.	.	grunn (c.) ; bunn (c.)
bow	.	.	.	bue (c.) ; bukke (-et)
branch	.	.	.	gren (c.)
brave	.	.	.	modig, tapper
bread	.	.	.	brød (n.)
break	.	.	.	brekke (st. v.) ; bryte (st. v.) ; sprekka (st. v.)
breath	.	.	.	puste (c.)
brewery	.	.	.	bryggeri (n.)
bright	.	.	.	lys
brook	.	.	.	bekk (c.)
bring	.	.	.	bringe (brakte, brakt)
brother	.	.	.	bror (c.) ; pl. brødre
brown	.	.	.	brun
brush	.	.	.	børste (c.) ; (-et)
brutal	.	.	.	rå
build	.	.	.	bygge (-de)
bull's eye	.	.	.	blink (c.)
burn	.	.	.	brenne
burst	.	.	.	sprekke (st. v.)
bus	.	.	.	buss (c.)
business	.	.	.	forrétnig (c.)
busy	.	.	.	travel
but	.	.	.	men
butter	.	.	.	smør (n.)
button	.	.	.	knapp (c.)
buy	.	.	.	kjøpe (-te)
by	.	.	.	ved
by the way	.	.	.	forrésten

C.

café	.	.	.	kafé (c.)
cake	.	.	.	kake (c.)
call	.	.	.	kalle (-te)
can, could	.	.	.	kan, kunne
cancel	.	.	.	avlyse (-te) ; instille (-te)
captain	.	.	.	kaptéin (c.)
capital	.	.	.	hovedstad (c.) ; pl. -steder
capture	.	.	.	fange (-et)
car	.	.	.	bil (c.)
care to	.	.	.	gide (st. v.)
careful (-ly)	.	.	.	forsiktig, nøye

careless	ùforsiktig
carry	bære (st. v.)
castle	slott (n.)
cat	katt (c.)
catch	fange (-et)
cause	sak (c.)
cease	ende (-te)
central	sentrál
certainly	visst
chair	stol (c.)
chance	chanse (c.)
chapter	kapítel (n.)
charming	vinnende
chat	prat (c.) ; -e (-et)
cheap	billig
cheek	kinn (n.)
cheer	juble (-et)
cheerful	frimódig
child	barn (n.)
childhood	barndom (c.)
choke	kvele (kvalte, kvalt)
choose	velge (valte, valt)
Christmas	jul (c.)
church	kirke (c.)
cinema	kíno (c.)
citizen	borger (c.)
class	klasse (c.)
clean	ren
clever	flink
climb	klatre (-et) ; klyve (st. v.)
climbing	klatring (c.)
climate	klíma (n.)
clock	klokke (f.)
cloth	duk (c.)
clothe	kle (-dde)
clothes	kläär
coal	kull (n.)
coast	kyst (c.)
coat	frakk (c.)
coffee	káffe (c.)
coin	penge (c.) ; pengestykke (n.)
cold	kald ; kulde (c.) ; forkjølelse (c.)
collar	krave (c.) ; snipp (c.)
collect	samle (-et)
colour	farge (c.) ; (-et)
colourful	fargerik
come	komme (st. v.)
comfortable, be—	trives (st. v.) ; ha det bra
common	féllés
completely	aldéles, helt
comrade	kamerát (c.)
concern	gjelde (st. v.)

condition	tilstand (c.)
consequently	áltstå
consignment	partí (n.)
contented	fornóyd, tilfréds
continue	förtsette (-satte, -satt)
conversation	konversasjón (c.) ; samtale (c.)
corner	hjørne (n.)
correct	riktig
correspond to	svare (-te) til
cost	koste (-et)
costume	drakt (c.)
count	telle (talte, talt)
couple, a—of	par (n.) ; et—
country	land (n.)
courage	mot (n.)
course	gang (c.)
of course	natúrligvis
cow	ku (f.) ; pl. kyr or kuør
crack	knekke ; smelle, see st. v.
craft	skute (f.)
crash	brake (-et)
crawl	krabbe (-et)
creep	krype (st. v.)
crime	ugjerning (c.)
crown	krone (f.)
Crown Prince	krónprins (c.)
cry	skrike (st. v.)
cunning	slu
cup	kopp (c.)
cupboard	skap (n.)
curve	bue (c.) ; (-et)
cut	hugge (-de)
cut off	ávskjære (st. v.)

D.

damage	skade (c.) ; (-et)
damned	fordømt
daily	daglig, dagligdags
Dane	danske (c.)
danger	fare (c.)
darkness	mørke (n.)
dare	våge (-et, -de), tore, see page 230.
daughter	datter (c.) ; pl. døtre
dawn	opprinne (st. v.)
day	dag (c.)
dead	død
deal with	behåndle (-et)
dear	ávholdt, kjær ; dyr
death	død (c.)
December	deséMBER
decorate	pynne (-et)
deep	dyp

delight	.	.	.	fest (c.)
deliver	.	.	.	levére (-te)
dentist	.	.	.	tannlege (c.)
depart	.	.	.	dra (st. v.)
depend on	.	.	.	beró (-dde) på
descent	.	.	.	nédstigning (c.)
desolate	.	.	.	øde
destroy	.	.	.	ødelegge (-la, -lagt)
detail	.	.	.	détálj (c.)
detect	.	.	.	óppdage (-et)
deuce, devil	.	.	.	fanden
different	.	.	.	forskjéllig
difficult, -y	.	.	.	vanskelig, -het
dig	.	.	.	grave (-de or st. v.)
dinner	.	.	.	míddag (c.)
dirty	.	.	.	skitten
disappear	.	.	.	forsvínne (st. v.)
discover	.	.	.	óppdage (-et)
discuss	.	.	.	diskutére (-te)
distance	.	.	.	avstand (c.)
at a distance	.	.	.	på avstand
divan	.	.	.	diván (c.)
divide	.	.	.	dele (-te)
do	.	.	.	gjøre (gjør, gjorde, gjort)
doctor	.	.	.	lege (c.)
dog	.	.	.	hund (c.)
door	.	.	.	dør (c.)
doubt	.	.	.	tvil (c.) ; tvile (-te) på
dozen	.	.	.	dusín (n.)
drag	.	.	.	dra (st. v.)
draw	.	.	.	dra (st. v.)
dream	.	.	.	drøm (n.) ; drømme (-te)
dress	.	.	.	drakt (c.) ; kle (-dde)
drink	.	.	.	drikke (st. v.)
drip	.	.	.	dryppe (-et)
drive	.	.	.	kjøre (-te)
drop	.	.	.	slippe, falle (st. v.) ; sige (st. v.)
duck	.	.	.	and (f.) ; pl. énder
during	.	.	.	under
dwarf	.	.	.	dverg (c.)

E.

each	.	.	.	hver
eagle	.	.	.	ørn (c.)
ear	.	.	.	øre (n.)
early	.	.	.	tidlig
earlier	.	.	.	før
easy	.	.	.	lett
earth	.	.	.	jord (c.)
eat	.	.	.	spise (-te)
edge	.	.	.	rand (c.) ; pl. rénder
educated	.	.	.	dannet

effort ; make an—	.	tak (n.) ; ta et tak
egg . . . . .	.	egg (n.)
either—or . . . . .	.	enten—eller
elder, eldest . . . . .	.	eldre, eldst
ember . . . . .	.	glo (f.) ; pl. glør
emperor . . . . .	.	keiser (c.)
empty . . . . .	.	tom ; tømme (-te)
encourage . . . . .	.	oppfordre (-et)
end . . . . .	.	ende (c.) ; (-te) ; slutt (c.)
enemy . . . . .	.	fiende (c.)
engaged (to be married) . . . . .	.	forløvet
English . . . . .	.	engelsk
Englishman . . . . .	.	engelskmann (c.)
enjoy oneself . . . . .	.	more (-et, -te) seg
enough . . . . .	.	nok
enterprising . . . . .	.	foretaksom
error . . . . .	.	feil (c.)
especially . . . . .	.	i sær, særlig
even . . . . .	.	endog
evening . . . . .	.	aften (c.) ; kveld (c.)
every . . . . .	.	hver, alle
everybody . . . . .	.	enhver, alle
everyday . . . . .	.	dagligdags
everything . . . . .	.	alt
every time . . . . .	.	hver gang
everywhere . . . . .	.	overålt
exactly . . . . .	.	akkurat, nøttopp, nøye
example ; for—(f. eks.) . . . . .	.	eksémpel (n.) ; for—(e.g.)
exceedingly . . . . .	.	overmåte, veldig
excellent . . . . .	.	bra útmerket
except . . . . .	.	unntågen
excuse me ! . . . . .	.	unnskyld !
exercise . . . . .	.	gymnastikk (c.)
expensive . . . . .	.	dyr
experience . . . . .	.	erfaring (c.)
extraordinary . . . . .	.	overordentlig
extremely . . . . .	.	overmåte

F.

face . . . . .	.	ansikt (n.)
factory . . . . .	.	fabrikk (c.)
fair . . . . .	.	lys
fairy-tale . . . . .	.	eventyr (n.)
fall . . . . .	.	fall (n.) ; falle (st. v.)
famous . . . . .	.	berømt
far . . . . .	.	lang, langt (adv.)
farm . . . . .	.	gård (c.)
farmer . . . . .	.	bonde (c.) ; pl. bønder
farther . . . . .	.	bortre
farthest . . . . .	.	bortest, lengst
father . . . . .	.	far (c.) ; pl. fedre
fear . . . . .	.	frykt (c.)

fearless	frim�dig
February	febru�r
feel	f�le (-te); kjenne (-te)
fellow	f�r (c.)
fence	gjerde (n.)
fetch	hente (-et)
few	f�
field (ploughed)	�ker, aker (c.)
fight	kjempe (-et); sl�ss (st. v.)
find	finne (st. v.)
fine	bra
film	film (c.)
finger	f�nger (c.)
fire	�fyre (-te); varme (c.)
firm (-ly)	best�mt
fish	fisk (c.)
fishing-rod	fiskestang (f.)
fishing trip	fisketur (c.)
fjord	fjord (c.)
flag	flagg (n.)
flow	renne (st. v.)
flow into	munne (-et) ut
flower	blomst (c.)
fly	fly, flyge (st. v.)
follow	f�lge (fulgte, fulgt)
fond of	glad i
fool	gap (c.); tosk (c.)
foot	fot (c.); pl. f�tter
for	for
foreign (-er)	fremmed; (c.); utenlandsk; utl�nd- ing (c.)
foremost	forrest, fremst
forest	skog (c.)
forget	glemme (-te)
form	klasse (c.)
forward	fram
free	fri
freeze	fryse (st. v.)
fresh	fersk
Friday	fr�dag
friend	venn (c.)
fright	r�dsel (c.)
frightened	bange
from	fra
from where	hv�rfra
frontier	grense (c.)
fruit	frukt (c.)
furniture; piece of—	pl. m�bler; sg. m�bel (n.)
further	videre
G.	
gri�ty	m�nsterhet (c.)

gay .	.	.	múnter
generally .	.	.	gjerne
genius .	.	.	gení (n.)
gentleman .	.	.	herre (c.)
German .	.	.	tysk ; týsker (c.)
Germany .	.	.	Týskland (n.)
gift .	.	.	gave (c.)
girl .	.	.	pike (c.)
give .	.	.	gi (st. v.)
glass .	.	.	glass (n.)
glitter .	.	.	glimre (-et)
glorious .	.	.	strålende
gloriously .	.	.	glimrende
go .	.	.	gå (st. v.) ; dra (st. v.) ; reise (-te)
goblin .	.	.	nisse (c.)
good .	.	.	bra, god
good-bye .	.	.	adjó, farvél (n.)
golden .	.	.	gyllen
grand .	.	.	útmerket
grasp .	.	.	tak (n.)
grease .	.	.	smøre (smurte, smurt)
great .	.	.	veldig
greet .	.	.	hilse (-te)
grey .	.	.	grå
grow .	.	.	gro
guide .	.	.	fører, leder (c.)
gymnastics .	.	.	gymnastikk (c.)

H.

hair .	.	.	hår (n.)
half .	.	.	halv, halvdel (c.) ; halvpart (c.)
halfmoon .	.	.	halvmåne (c.)
halfway .	.	.	halvveis
hammer .	.	.	hammer (c.)
hand .	.	.	hånd (c.) ; pl. hender ; rekke (rakte. rakt)
handkerchief .	.	.	lommetørkle (n.)
hang .	.	.	henge (-te) ; st. v.)
happen .	.	.	hende (-te) ; skje (-dde)
happy (-ly) .	.	.	lykkelig
harbour .	.	.	havn (c.)
hard .	.	.	hard
harden .	.	.	herde (-et)
hardly .	.	.	neppe
harm .	.	.	skade (c.) ; (-et)
hat .	.	.	hatt (c.)
have .	.	.	ha (hadde, hatt)
healthy .	.	.	sunn
hear .	.	.	høre (-te)
heat .	.	.	varme (c.) ; (-et)
heaven .	.	.	himmel (c.)
heavy .	.	.	tung

help	.	.	.	.	hjelpe (c.) ; -e (st. v.)
hen	.	.	.	.	høne (f.)
here	.	.	.	.	her, hit
hero	.	.	.	.	helt (c.)
heroic novel	.	.	.	.	helteromán (c.)
herring	.	.	.	.	sild (f.)
hide	.	.	.	.	gjemme (-te)
high	.	.	.	.	høy
hill	.	.	.	.	bakke (c.) ; ås (c.)
hilly	.	.	.	.	bakket
hind	.	.	.	.	bakre
hither	.	.	.	.	hit
hold	.	.	.	.	holde (st. v.)
hole	.	.	.	.	hull (n.)
holiday	.	.	.	.	férié (c.)
home	.	.	.	.	hjem (n.)
at home	.	.	.	.	hjemme
homeland	.	.	.	.	hjemland (n.)
homeward	.	.	.	.	hjemover
hope	.	.	.	.	håp (n.) ; -e (-et)
hotel	.	.	.	.	hotell (n.)
hot-tempered	.	.	.	.	hissig
hour	.	.	.	.	time (c.)
house	.	.	.	.	hus (n.)
hover	.	.	.	.	sveve (-de, -et)
how	.	.	.	.	hvordan ; hvor
however	.	.	.	.	forrøsten, imidlertid
humour	.	.	.	.	humør (n.)
humorous	.	.	.	.	humoristisk
hundred	.	.	.	.	hundre (n.)
hunter	.	.	.	.	jeger (c.)
hungry	.	.	.	.	sulten
hurry	.	.	.	.	skynde (-te) seg
hysterical	.	.	.	.	hystérisk

I.

idea	.	.	.	.	anelse (c.)
idiot	.	.	.	.	idiót (c.)
if	.	.	.	.	om
immediately	.	.	.	.	straks
impression	.	.	.	.	inntrykk (n.)
in ; into	.	.	.	.	i ; inn (ut) i
in front of	.	.	.	.	fóran
in order to	.	.	.	.	for å
increase	.	.	.	.	stige (st. v.)
indeed	.	.	.	.	sannelig
industrious	.	.	.	.	flittig
inform	.	.	.	.	underrette (-et)
ink	.	.	.	.	blekk (n.)
inkpot	.	.	.	.	blékkhus (n.)
instead	.	.	.	.	i stedet
interest	.	.	.	.	interésse (c.)

interrupt	.	.	.	åvbryte (-te)
island	.	.	.	øy (f.)

J.

January	.	.	.	január
jog	.	.	.	rusle (-et)
joke	.	.	.	spøk (c.); -e (-te)
jolly	.	.	.	morsom
joy	.	.	.	glede (c.)
July	.	.	.	júli
jump	.	.	.	hoppe (-et)
June	.	.	.	júni

K.

keep	.	.	.	holde (st. v.)
key	.	.	.	nøkkel
kill	.	.	.	drepe (-te)
kilo ; -meter	.	.	.	kilo (n.); -meter (c.)
kind	.	.	.	slag (n.)
king	.	.	.	konge (c.)
kingdom	.	.	.	kongedømme (n.)
knee	.	.	.	kne (n.); pl. knær
knife	.	.	.	kniv (c.)
know	.	.	.	kjenne (-te); vite (vet, visste, visst)

L.

ladder	.	.	.	stige (c.)
lady	.	.	.	dame (c.)
lake	.	.	.	vann (n.)
language	.	.	.	språk (n.)
last ; at—	.	.	.	vare (-te); sist; til—
late	.	.	.	sen, sent (adv.)
lately	.	.	.	i det siste
later	.	.	.	siden, senere
laugh	.	.	.	le (st. v.)
lazy	.	.	.	doven, lat
lay	.	.	.	legge (la, lagt)
lead	.	.	.	føre (-te), lede (-et)
leader	.	.	.	fører (c.)
leap-year	.	.	.	skuddår (n.)
learn	.	.	.	lære (-te)
least	.	.	.	minst
at least	.	.	.	minst
left	.	.	.	vénstre
leg	.	.	.	ben (n.)
lend	.	.	.	låne (-te)
let	.	.	.	la (st. v.)
letter : -box	.	.	.	brev (n.); postkasse (c.)
lie	.	.	.	ligge (st. v.)
lie, i.e. tell a lie	.	.	.	lyve, lyge (st. v.)
life	.	.	.	liv (n.)

lifeless	.	.	.	.	livløs
light	,	.	.	.	lys (n., adj.); lett
like	.	.	.	.	like (-te)
likely	.	.	.	.	sannsynlig
limb	.	.	.	.	lem (n.)
line	.	.	.	.	linje (c.)
liner	.	.	.	.	passasjérbåt (n.)
little	.	.	.	.	liten (n.) lite; def. lille or vesle; pl. små
a little	.	.	.	.	litt
live	.	.	.	.	bo (-dde), leve (-de)
lively	.	.	.	.	livlig
lock	.	.	.	.	låse (-te)
long	.	.	.	.	lang, lenge (adv.)
look (at)	.	.	.	.	se (på)
look for	.	.	.	.	lete (-te) etter
lose	.	.	.	.	miste (-et)
lous,	.	.	.	.	lus (f.); pl.—
love	.	.	.	.	elske (-et)
low	.	.	.	.	lav
lower	.	.	.	.	nedre
luck	.	.	.	.	lykke (c.)
lucky	.	.	.	.	heldig
lure	.	.	.	.	narre (-et)

M.

main road	.	.	.	.	hovedvei (c.)
maintain	.	.	.	.	påstå (st. v.)
make	.	.	.	.	lage (-et), gjøre
man	.	.	.	.	mann (c.); pl. menn; menneske (n.)
manage	.	.	.	.	greie (-dde), klare (-te)
manner	.	.	.	.	måte (c.)
many	.	.	.	.	mange
map	.	.	.	.	kart (n.)
March	.	.	.	.	mars
march	.	.	.	.	marsj (c.); marsjére (-te)
mark	.	.	.	.	blink (c.); merke (n.); (-et)
market	.	.	.	.	torg, torv (n.)
married	.	.	.	.	gift
marry	.	.	.	.	gifte (-et) seg med
mast	.	.	.	.	mast (c.)
master	.	.	.	.	mester (c.)
match	.	.	.	.	fýrstikk (c.)
material	.	.	.	.	materiale (n.)
matter	.	.	.	.	sak (c.)
May	.	.	.	.	mai
mean	.	.	.	.	bety (-dde); mene (-te)
meaning	.	.	.	.	mening (c.)
meanwhile	.	.	.	.	imidlertid
means	.	.	.	.	middel (n.)
meat	.	.	.	.	kjøtt (n.)
meet	.	.	.	.	møte (-te); treffe (st. v.)

meeting .	.	.	.	møte (c.)
melt .	.	.	.	tine (-te)
memory .	.	.	.	minne (n.)
mention .	.	.	.	nevne (-te)
merry .	.	.	.	glad, münter
midday .	.	.	.	míddag (c.)
mile .	.	.	.	mil (f.)=6 English miles
minister .	.	.	.	prest (c.)
minute .	.	.	.	minútt (n.)
miserable .	.	.	.	eléndig
mistake .	.	.	.	feil (n.) pl.—
modern .	.	.	.	modérne
moment .	.	.	.	øyeblikk (n.)
Monday .	.	.	.	mándag
money .	.	.	.	penger (c.) pl.
month .	.	.	.	måned (c.)
moon .	.	.	.	måne (c.)
more, most .	.	.	.	mer, mest : flere, flest
morning .	.	.	.	morgen (c.)
mother .	.	.	.	mor (c.) ; pl. mødre
motor .	.	.	.	mótor (c.)
mountain .	.	.	.	fjell (n.)
mountaineer .	.	.	.	fjellman (c.)
mountain range .	.	.	.	fjellkjede (c.)
move .	.	.	.	røre (-te) seg ; flytte (-et)
Mr. .	.	.	.	herr
Mrs. .	.	.	.	fru
much .	.	.	.	mye
music .	.	.	.	musíkk (c.)
musical .	.	.	.	musikálsk
musician .	.	.	.	músiker (c.)

N.

name .	.	.	.	navn (n.)
narrow .	.	.	.	smal
nation .	.	.	.	nasjón (c.)
National Anthem .	.	.	.	nasjonálsang (c.)
national costume .	.	.	.	nasjonáldrakt (c.)
National Day .	.	.	.	nasjonáldag (c.)
natural (-ly) .	.	.	.	natúrlig
nature .	.	.	.	vésen (n.)
near .	.	.	.	nær, ved
nearly .	.	.	.	omtrént
neck .	.	.	.	hals (c.)
need .	.	.	.	behéve (de) ; trenge (-te)
needle .	.	.	.	nål (f.)
Negro .	.	.	.	néger (c.)
neighbour .	.	.	.	nabo (c.)
neighbourhood .	.	.	.	nærhet (c.)
neither—nor .	.	.	.	heller—ikkje
never .	.	.	.	aldri
nevertheless .	.	.	.	likevel

new	.	.	.	.	ny
news	.	.	.	.	nýhet (c.)
next	.	.	.	.	nest
newspaper	.	.	.	.	avís (c.)
nice	.	.	.	.	pen
night	.	.	.	.	natt (f.) : pl. netter
no	.	.	.	.	ingen, intet, ingen ; nei
nobody	.	.	.	.	ingen
noise	.	.	.	.	støy (c.)
none	.	.	.	.	ingen, intet, ingen
north	.	.	.	.	nord
(The) North Sea	.	.	.	.	Nordsjøen
northwards	.	.	.	.	nórdover
Norway	.	.	.	.	Norge
Norwegian	.	.	.	.	nórdmann (c.) ; norsk
nose	.	.	.	.	nese (c.) ; snute (c.)
not	.	.	.	.	ikke
nothing	.	.	.	.	ingenting
notice	.	.	.	.	merke (n.) ; legge—til. —(-et)
November	.	.	.	.	novémber
novel	.	.	.	.	román (c.)
now and again	.	.	.	.	av og til
nurse	.	.	.	.	pleie (-de)
nut	.	.	.	.	nøtt (f.)

O.

obstinate	.	.	.	.	trassig
occasion	.	.	.	.	anlédning (c.)
occasionally	.	.	.	.	av og til
ocean	.	.	.	.	vérdenshav (n.)
October	.	.	.	.	október
of	.	.	.	.	av, om
offer	.	.	.	.	by (st. v.)
office	.	.	.	.	kontór (n.)
officer	.	.	.	.	offisér (c.)
often	.	.	.	.	ofte
ogre	.	.	.	.	troll (n.)
old, older, oldest	.	.	.	.	gammel, eldre, eldst
oldfashioned	.	.	.	.	gammeldags
on	.	.	.	.	på
only	.	.	.	.	bare
open	.	.	.	.	åpen ; åpne (-et)
other	.	.	.	.	annen, annet, andre
otherwise	.	.	.	.	éllers
ought to	.	.	.	.	bør, burde, see page 133
out	.	.	.	.	ut, ute, see page 122
out of	.	.	.	.	ut av
outer	.	.	.	.	ytre
overtake	.	.	.	.	innhente (-et)
own	.	.	.	.	eie (-de) ; egen (adj.)

				P.
paper	.	.	.	papír (n.)
park	.	.	.	park (c.)
parson	.	.	.	prest (c.)
part	.	.	.	skille (-te) ; skilles
party	.	.	.	selskap
pass	.	.	.	rekke (rakte, rakt)
passenger	.	.	.	passasjér (c.)
patch	.	.	.	bot (f.) ; pl. bøter
patient	.	.	.	pasiént (c.)
pavement	.	.	.	fortau (n.)
pay	.	.	.	betále (-te)
peak	.	.	.	topp (c.)
pearl	.	.	.	perle (c.)
peep	.	.	.	kikke (-te)
peg	.	.	.	pinne (c.)
pen	.	.	.	penn (c.)
people	.	.	.	folk (n.) ; mennesker (n. pl.)
per cent	.	.	.	prosént (c.)
performance	.	.	.	forestilling
perhaps	.	.	.	kanskje
persistent	.	.	.	stri
person	.	.	.	menneske (n.)
physician	.	.	.	lege (c.)
piano	.	.	.	piáno (n.)
picture	.	.	.	bilde (n.)
piece	.	.	.	stykke (n.)
pierce	.	.	.	stikke (st. v.)
pig	.	.	.	gris (c.)
pillow	.	.	.	pute (f.)
pilot	.	.	.	flyger (c.)
place	.	.	.	plass (c.) ; sted (n.)
plane	.	.	.	fly (n.)
play	.	.	.	leke (-te) ; spille (-te) ; skuespill (n.)
pleasant	.	.	.	deilig
pliers	.	.	.	tang (f.) ; pl. ténger
pocket	.	.	.	lomme (c.)
poem	.	.	.	dikt (n.)
poet	.	.	.	dikter (c.)
poetry	.	.	.	poesi (c.)
point	.	.	.	punkt (n.)
police	.	.	.	politi (n.)
policeman	.	.	.	politíkonstábel (c.)
polite (-ly)	.	.	.	høflig
pond	.	.	.	dam (c.)
poor	.	.	.	fattig ; stakkars (in exclamations)
population	.	.	.	befolkning (c.)
possible	.	.	.	mulig
post	.	.	.	post (c.)
potato	.	.	.	potét (c.)
potter	.	.	.	rusle (-et)
powerful (-ly)	.	.	.	kraftig

practice .	.	.	.	øvelse (c.)
practise .	.	.	.	øve (-de)
praise .	.	.	.	rose (-te)
prefer .	.	.	.	foretrekke (st. v.)
preferably .	.	.	.	heller, helst
pretty .	.	.	.	vakker
price .	.	.	.	pris (c.)
pride .	.	.	.	stólthet (c.)
princess .	.	.	.	prinsesse (c.)
print .	.	.	.	trykke (-et)
prison .	.	.	.	fengsel (n.)
prisoner .	.	.	.	fange (c.)
procession .	.	.	.	tog (n.)
professor .	.	.	.	proféssor (c.)
promise .	.	.	.	løfte (n.) ; love (-te)
proper (-ly) .	.	.	.	órdentlig
prophesy .	.	.	.	spå (-dde)
prospect .	.	.	.	utsikt (c.)
proud .	.	.	.	kry, stolt
provide .	.	.	.	skaffe (-et)
prudent .	.	.	.	klok
pull .	.	.	.	trekke (st. v.)
punctual .	.	.	.	presís
punish .	.	.	.	straffe (-et)
punishment .	.	.	.	straff (c.)
pupil .	.	.	.	élév (c.)
push .	.	.	.	skyve (st. v.)
put .	.	.	.	stikke (st. v.) ; legge (la, lagt)

Q.

quai .	.	.	.	kai (f.)
quarrel .	.	.	.	trette (c.) ; (-et)
quick .	.	.	.	kvíkk, rask, snar
quickly .	.	.	.	fort
quiet .	.	.	.	rolig, stille
quite .	.	.	.	fullsténdig ; ganske, temmelig
quote .	.	.	.	sítére (-te)
quotation .	.	.	.	sítát (n.)

R.

rain .	.	.	.	regn (n.) ; regne (-et, -te)
ransack .	.	.	.	ransake (-te), rote (-et)
rascal .	.	.	.	kjeltring (c.) ; slýngel (c.)
rate of interest .	.	.	.	rentefot (c.)
rather .	.	.	.	heller, helst ; temmelig
raw .	.	.	.	rå
reach .	.	.	.	nå (-dde)
read .	.	.	.	lese (-te)
ready .	.	.	.	ferdig
really .	.	.	.	virkelig, rent, sannelig
realm .	.	.	.	rike (n.)

reason	grunn (c.), årsak (c.)
receive	få (st. v.)
receiver	rør (n.)
recently	néttopp, nylig, nys
recognise	kjenne (-te) igjen
red	rød
rein	tømme (c.)
relate	fortélle (-talte, -talt)
rely upon	stole (-te) på
remedy	míddel (n.)
remember	huske (-et)
remind	mínne (-te)
remark	bemérke (-et)
reputation	rykte (n.)
reside	bo (-dde)
rest	hvil (c.) ; hvile (-te)
restaurant	restauránt (c.)
rich	rik
ride	ri(dø) (st. v.)
ridge	ås (c.)
rifle	gevær (n.)
right	hóyre ; rett
ring	ringe (-te)
river	elv (f.)
road	vei (c.)
roam	streife (-et, -te)
roof	tak (n.)
room	værelse (n.)
rope	tau (n.)
rose	rose (c.)
round	rund, rundt, adv. ; prep.
row	ro (-dde)
rucksack	ryggsekk (c.)
run	løpe (st. v.), springe (st. v.)
rush	fare (st. v.)
Russian	rússer (c.) ; rússisk

S.

sack	sek (c.)
safe	sikker, uskadd
sail	seile (-te)
salmon	laks (c.)
salt	salt (n.)
Saturday	lórdag
save	redde (-et) ; spare (-te)
say	si (sier, sa, sagt)
scarcely	neppe
sceptre	scépter (n.)
school ; —mistress	skole (c.) ; lærerinne (c.)
score	snes (n.)
scream	skrike (st. v.)

sea	.	.	.	hav (n.), sjø (c.)
seafaring	.	.	.	sjøfarende
seagull	.	.	.	måke (c.)
search	.	.	.	lete etter (-te), røte (-et)
season	.	.	.	årstid (c.)
seat	.	.	.	plass (c.)
second	.	.	.	sekund (c.)
secretary	.	.	.	sekretær (c.)
see	.	.	.	se (st. v.)
seize	.	.	.	gripe (st. v.)
self	.	.	.	selv
sell	.	.	.	selge (solgte, solgt)
September	.	.	.	september
serious	.	.	.	alvørlig
sermon	.	.	.	preken (c.)
several	.	.	.	flere
sexton	.	.	.	klokker (c.)
shade, shadow	.	.	.	skygge (c.)
shall, should	.	.	.	skal, skulle
shame	.	.	.	skam (c.)
shape	.	.	.	danne (-et); form (c.)
share	.	.	.	dele (-te); del (c.)
sharp	.	.	.	skarp; presis
sheep	.	.	.	sau (c.)
shell	.	.	.	skjell (n.)
shine	.	.	.	stråle (-te), skinne (-te)
ship	.	.	.	skip (n.); skute (f.)
shipping	.	.	.	sjøfart (c.)
shiver	.	.	.	skjelv (st. v.)
shoe	.	.	.	sko (c.)
shoot	.	.	.	skyte (st. v.)
shop	.	.	.	butikk (c.)
shot	.	.	.	skudd (n.)
shout	.	.	.	rope (-te)
show	.	.	.	vise (-te)
shower	.	.	.	dusj (n.)
sigh	.	.	.	sukk (n.); sukke (-et)
sign	.	.	.	tegn (n.)
silly	.	.	.	tåpelig
silver	.	.	.	sølv
sin	.	.	.	synd (c.)
since	.	.	.	siden
singer	.	.	.	sanger
sink	.	.	.	synke (st. v.)
sister	.	.	.	søster (c.)
sit	.	.	.	sitte (st. v.)
site	.	.	.	tomt (c.)
sitting-room	.	.	.	stue (f.)
ski	.	.	.	ski (f.)
sky	.	.	.	himmel (c.)
sledge-hammer	*	.	.	storslegge (f.)
sleep	.	.	.	sove (st. v.)

slip	.	.	.	gli (st. v.) ; smette (st. v.)
slow	.	.	.	langsom, sen
smell	.	.	.	lukte (-et)
smile	.	.	.	smile (-te) ; smil (n.)
smith	.	.	.	smed (c.)
smithy	.	.	.	smie (f.)
sniff	.	.	.	lukte (-et) ; snuse (-te)
snout	.	.	.	snute (c.)
snow	.	.	.	snø (c.) ; (-dde)
so	.	.	.	så, således
sober	.	.	.	edru
soldier	.	.	.	soldát (c.)
solid	.	.	.	solíd
some	.	.	.	noen, noe, noen
somebody	.	.	.	noen
something	.	.	.	noe
sometimes	.	.	.	sommetider, stundom
song	.	.	.	sang (c.)
soon	.	.	.	snar, snart (adv.)
sort	.	.	.	slag (n.)
sound	.	.	.	høres (-tes) ; lyd (c.)
south	.	.	.	sør, syd
spare	.	.	.	spare (-te)
✓ speak	.	.	.	tale (-te)
speech	.	.	.	tale (c.)
splendid, -ly	.	.	.	útmerket, glimrende
spoil	.	.	.	ødelegge (-la, -lagt)
spring	.	.	.	vår (c.)
spruce	.	.	.	gran (f.)
square	.	.	.	plass (c.)
squirrel	.	.	.	ekorn (n., c.)
stab	.	.	.	stikke (st. v.)
staircase	.	.	.	trapp (f.)
stand	.	.	.	stå (st. v.)
station	.	.	.	stasjon (c.)
steady	.	.	.	stø
steal	.	.	.	stjele (st. v.)
stick	.	.	.	stock (c.)
stiff	.	.	.	stiv
still (adv.)	.	.	.	(al)likevel, enda, ennå
stone	.	.	.	stein (c.)
stony	.	.	.	steinet
stop	.	.	.	stoppe (-et)
storm	.	.	.	storm (c.) ; (-et)
story	.	.	.	histórie (c.)
stove	.	.	.	ovn (c.)
straight	.	.	.	rett
strange	.	.	.	rar
street	.	.	.	gate (f.)
strength	.	.	.	kraft (c.) ; pl. krefter
strenuous	.	.	.	ánstrengende
stretch	.	.	.	strekke (strakte, strakt)

strew	strø (-dde)
strike	slå (st. v.)
strive	streve (-de)
stubborn	sta
student	studént (c.)
stupid	dum
succeed	lykkes (lyktes, lykkes)
success	lykke (c.)
such (as)	slik (som)
suddenly	med étt, plutselig
sugar	súkker (n.)
summer	sommer (c.)
sun	sol (c.)
Sunday	séndag
supreme	ypperst
sure, -ly	sikker, -t
surprise	overraske (-et)
Swede	svenske (c.)
Swedish	svensk
sweet	söt
sword	sverd (c.)

T.

table	bord (n.)
take	ta (st. v.) ; føre (-te)
talk	snakke (-et)
taste	smak (c.) ; smake (-te)
taxi	drosje (c.)
teach	lære (-te)
teacher	lærer (c.)
tear up	rive (st. v.)
telephone	telefón (c.) ; telefonére (-te)
tell	si, fortélle (-talte, -talt)
tell about	fortelle om
terrible	forférdelig, veldig
terror	skrek (c.)
till, see until	
than	enn
thanks	takk (c.)
that (conj.)	at
the—the	jo—jo ; jo—dess ; jo—desto
theatre	téater (n.)
then	da, déngang, så, dérpå
there	der
therefore	dérfor
thief	tyv (c.)
think	tenke (-te), tro (-dde), synes (-tes)
thing	ting (c.) ; pl.—
thirst, -y	tørst (c.), -
though	dog

throat	hals (c.)
through	gjénnom
Thursday	tórsdag
thus	således, slik
tie	binde (st. v.)
time	gang (c.) ; tid (c.) ; stund (c.)
tired	trett
to	til
to-day	i dag
together	sámmen
toil	slit (n.)
tongs	tang (f.) ; pl. ténger
to-morrow	i morgen
too	(ált)for, også
tooth	tann (n.) ; pl. ténnér
top	topp (c.)
torment	plage (c.) ; (-et)
touch	røre (-te)
tourist	turist (c.)
town	by (c.)
train	tog (n.)
traitor	forréder (c.)
tram	trikk (c.)
travel	fare (st. v.) ; reise (-te)
tree	tre (n.) ; pl. trær
tremble	skjelv (st. v.)
trip	tur (c.)
troll	troll (n.)
trout	ørret (c.)
true	sann
truth	sánnhet (c.)
try	prøve (-de), forsóke (-te)
try hard	streve (st. v.)
Tuesday	tírsdag
tumble	ramle (-et)
tune	tone (c.)
turn	snu (-dde) ; vende (-te) ; reflex. -seg

U.

ugly	stygg
uncle	ónkel (c.)
understand	forstå (st. v.)
unfamiliar	fremmed
unfortunately	desvérre
until, till (conj.)	(inn)til
up	opp, oppe (See page 122)
upper	øvre
us	oss
use	bruke (-te) ; nytte (=help) (c.) ; (-et)

V.

valley	.	.	.	.	dal (c.)
verse	.	.	.	.	vers (n.)
very	.	.	.	.	meget, svært
victory	.	.	.	.	séier (c.)
view	.	.	.	.	utsikt (c.)
visit	.	.	.	.	besök (n.) ; besøke (-te)

W.

wait	.	.	.	.	vente (-et)
walk	.	.	.	.	gå (st. v.) ; tur (c.)
go for a—	.	.	.	.	gå en tur
wall	.	.	.	.	vegg (c.)
wander	.	.	.	.	vandre (-et)
wanton	.	.	.	.	kåt
war	.	.	.	.	krig (c.)
warlike	.	.	.	.	krigersk
wash	.	.	.	.	vaske (-et)
watch	.	.	.	.	klokke (f.)
water	.	.	.	.	vann (n.)
waterfall	.	.	.	.	foss (c.)
wave	.	.	.	.	bølge (c.) ; (-et)
way	.	.	.	.	vei (c.)
weak	.	.	.	.	svak
weather	.	.	.	.	vær (n.)
wedding	.	.	.	.	bryllup (n.)
Wednesday	.	.	.	.	ónsdag
weep	.	.	.	.	gråte (st. v.)
well	.	.	.	.	godt, vel
west	.	.	.	.	vest
what	.	.	.	.	hva
when	.	.	.	.	da, når
whence	.	.	.	.	hvórfrå
where	.	.	.	.	hvor
where to	.	.	.	.	hvorhen
while	.	.	.	.	stund (c.) ; mens
whisper	.	.	.	.	hviske (-et)
white	.	.	.	.	hvit
whole	.	.	.	.	hel
widow	.	.	.	.	enke (c.)
will, would	.	.	.	.	vil, ville
willingly	.	.	.	.	gjerne
window	.	.	.	.	vindu (n.)
wine	.	.	.	.	vin (c.)
winter	.	.	.	.	vínter (c.)
wise	.	.	.	.	vis, klok
wish	.	.	.	.	ønske (c.) ; (-et)
with	.	.	.	.	med
wolf	.	.	.	.	ulv (c.)
woman	.	.	.	.	kvinne (c.)
wonder	.	.	.	.	undre (-er) ; reflex. —seg

wood	.	.	.	.	skog (c.) ; ved , i.e. fuel (c.)
world	.	.	.	.	vérden (c.)
word	.	.	.	.	ord (n.)
work	.	.	.	.	årbeid (n.) ; arbéide (-et) ; verk (n.)
worker	.	.	.	.	arbéider (c.)
worm	.	.	.	.	mark (c.)
worm-eaten	.	.	.	.	markspist
worst	.	.	.	.	verst
worth	.	.	.	.	verdi (c.) ; verdt
write	.	.	.	.	skrive (st. v.)
wrong	.	.	.	.	gal ; feil , (adj., adv.)

Y.

year	år (n.)
this—	;	last—	.	.	i år ; i fjar
yes	ja ; jo (after negation)
yet	(all) likevel , dog , enda , enå

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